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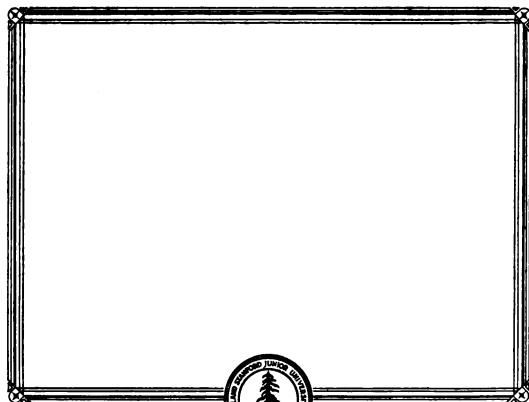
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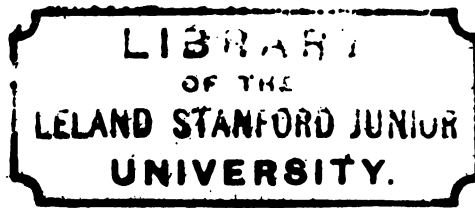


PROCEEDINGS  
OF THE  
*California State Teachers' Institute*  
AND  
EDUCATIONAL CONVENTION,  
IN SESSION IN THE  
CITY OF SAN FRANCISCO,  
From Monday, May 27th, to Saturday, June 1st, 1861.



SACRAMENTO:  
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# PROCEEDINGS.

## FIRST DAY.

STATE INSTITUTE.

MONDAY, May 27, 1861.

IN response to the call of the Superintendent of Public Instruction, a large number of Delegates from all parts of the State, consisting of Teachers, School Officers, and the friends of Education generally, assembled in Tucker's Academy of Music, in the city of San Francisco, on Monday, the 27th of May, 1861.

At ten o'clock, A. M. the State Institute was called to order by Hon. Andrew J. Moulder, Superintendent of Public Instruction, who is, by law, *ex officio* President of the Institute.

In explanation of the object of the Institute, the President delivered the following

### Inaugural Address.

LADIES AND GENTLEMEN:

We have all long felt the need of such an Institute as that we this day inaugurate. Many of you have, doubtless, participated in the exercises, and experienced the benefits of similar Institutes, in the Atlantic States. You have there seen their valuable uses and their fruitful results.

For many years the State Superintendent has earnestly appealed to the Legislature to authorize the holding of State Institutes, and has vigorously pressed the reasons in support thereof.

It was necessary to explain again and again the objects and benefits of the Institute; for many were ignorant of the very meaning of the term.

The first bill introduced on the subject, a few years ago, was voted down, because, as the Superintendent was afterwards told, many of those voting thought that the Institute proposed, was a sort of social club, which was to be fitted up in club style, with luxurious lounges, carpets, and mirrors, where Teachers might assemble to while away an hour, or two, of lazy leisure each day, and, as one member expressed it, "to have a good time generally."

At the next session of the Legislature, the Superintendent again urged that the object of the convocation of the Teachers and School Officers—technically known as a Teachers' Institute—was to instruct and improve them in their vocation—that

similar Institutes were regularly held by the State Superintendent in almost every other State in the Union, in which a good and efficient system of education existed, and that they were there looked upon as invaluable aids to the Public Schools. It was stated that nearly eight hundred Teachers were employed in the Public Schools of California—that conceding they possessed the requisite scholastic attainments, not all clearly understood how best to impart their knowledge—not all comprehended the art of teaching.

In all other learned professions, in all trades, and crafts, a long apprenticeship is considered necessary.

But many imagine they are fully competent to teach, without any preparation. They think that the Teacher, like the poet, "is born, not made."

Hence, many undertake to teach according to their own crude notions. They have never had an opportunity of comparing their own lifeless and fruitless mode of instruction with that of accomplished masters of the profession, who have had the benefit of the most perfect models, of the world's experience, and have thereto superadded, a life-long study of their vocation.

The Teachers' Institute is intended to furnish them with the opportunity of making such a comparison, of profiting by such models, such experience, and such study. The advantages that must result to the children of the State, are incalculable. In another respect the intelligent, but uninformed, Teacher, must derive great assistance from such an Institute. His acquaintance with text-books is oftentimes limited; limited, perhaps, to those he was accustomed to use when himself a pupil.

He has had no opportunity of examining the vast improvements that each year brings forth; he knows not the facilities and appliances, experience and science are every year placing at his disposal for the instruction of the young. The improvements made during a few years past have wrought as great a change in the labor of teaching, as the cotton-gin, or the spinning-jenny, in manufactures; and it would be about as wise for the modern Teacher to disregard, or reject, the former, as for the planter to return to hand-picking, or the manufacturer to the primitive spinning-wheel. A Teachers' Institute should make all who attend, familiar with these improvements, and the best mode of putting them in practice, and thereby greatly augment their usefulness and the value of their services.

By such arguments as these did the State Superintendent urge upon the Legislature the necessity of giving him authority to convene such Institutes. Those arguments were at length successful, and you are this day assembled by virtue of an act passed April 28, 1860.

In the history of our young State, there have been two Educational Conventions held, but this is the first legally recognized State Teachers' Institute.

And now, for what have we met? For what have the many intelligent ladies and gentlemen who have come from far distant localities, assembled here?

The answer is, in brief, to improve themselves in the art of teaching. You have not come here to learn any new facts in Geography, or History, or Grammar, or Philosophy. All our exercises will be based upon the presumption that every Teacher who has charge of a Public School, in this State, is already familiar with the facts of the sciences he is called upon to teach.

Our purpose is to ascertain, by the instructions of competent gentlemen, and by comparison of views in free discussion, the best modes of imparting those facts, the best modes of stimulating the reasoning and reflecting powers of pupils. I have already announced that it is proposed to attain our object by distributing our exercises between two organizations; the one, the State Teachers' Institute proper, the other, a State Educational Convention. They are, in effect, one; in form, divided, for more systematic work.

For the Institute, the Superintendent has made ample provision. He has marked out and arranged the exercises.

For the Convention, you, ladies and gentlemen, must consult your own wishes in the arrangement and transaction of business.

The Institute will be opened at ten o'clock, A. M. each day. For each day the services of an intelligent and accomplished Instructor have been secured. Steadily keeping in view the object of the Institute, those instructions will relate to the true principles of teaching, the most approved methods of cultivating the reasoning faculties, exciting the interest, holding the attention of pupils, and finally, of imparting, with greatest facility to the Teacher, and least toilsomeness to the scholar, all those facts and principles which constitute useful knowledge.

The exercises of the Institute will not continue later than twelve, or half-past twelve, o'clock.

I then propose to adjourn the Institute for the day, take a recess until two o'clock, and at that hour, call the State Educational Convention to order. The Convention will elect its own officers, provide for the appointment of standing committees, arrange the order of business, and do such other acts within the range of its purpose, as it may think proper.

The law authorizes the State Board of Education to recommend a uniform system of text-books for use in the Public Schools throughout the State.

After consultation, the Board of Education resolved to postpone the selection of these text-books until the Teachers and School Officers in Convention assembled, had had an opportunity to examine, discuss, and pass upon, their merits.

They considered that this was a compliment due to those who had practical acquaintance with the subject matter, and who were chiefly to be affected by any changes recommended.

The Board desire, therefore, the Convention to recommend what, in its opinion, is the best text-book in each of the principal branches usually taught in our Public Schools.

While such recommendation will not be positively conclusive, it will have controlling weight with the Board, so that any book recommended, will be adopted, unless—what is not anticipated—special objections should be discovered.

The selection of these text-books will, therefore, be one of the most important duties of the Convention. It will require great care and deliberation, and no expedient should be neglected to secure a careful examination of all the text-books published, relating to each branch of study.

It has occurred to me that the best and most expeditious mode of transacting this business, is to provide for the appointment of a committee, consisting of three, or five, as the Convention may deem best, upon each branch, with instructions to examine and compare all books relating to that branch, and report the result of their deliberations to the Convention, with the reasons, as far as practicable, which may have influenced their decision.

It will be for the Convention, then, to discuss the merits of all books upon the given subject, and adopt the report of the committee, or a substitute therefor.

We shall thus have a standing committee upon Geography, Grammar, Arithmetic, History, etc. whose province will be a careful comparison of the merits of all works on those subjects, with a view to their introduction into our schools.

By this means no special merit of any book will escape the attention of the Convention.

In some instances it may be well, in case two books upon the same subject are found to possess very nearly equal value, for the committee to recommend one, with an alternate.

In Convention, each day, the subject of the morning instruction in the Institute will be open for discussion. In this way, the views, the information, and the experience, of all the members may be elicited, and thereby all be more, or less, profited by the full light thrown upon the subject.

I would further recommend that a Standing Committee on Amendments to the School Law be appointed, whose province should be to examine all resolutions recommending desirable amendments to existing laws, and report thereon to the Convention.

You have all had a large experience, and have become familiar with the working of the various laws relating to Public Schools. You know, therefore, wherein they are deficient, where they operate harshly, or unjustly, where they fail to accomplish their purpose, and wherein they might be improved.

A recommendation from so large and influential a body of experts, as compose this Convention, will have controlling influence with the Legislature, and will greatly assist the Superintendent of Public Instruction in procuring the passage of such laws as the necessities of our schools require.

It would be well also to appoint a Committee on a State Normal School, whose duty it should be to memorialize the Legislature to authorize the establishment of such an Institution.

The committee should be instructed to prepare, at their leisure, an address, explaining the object, the valuable uses, the necessity, of such a school in California.

The Superintendent will be happy to embody this address in his annual report to the Legislature, and will urge and enforce its recommendations, with all the power he possesses.

I have thus sketched the outlines of the plan, according to which the Institute and Convention may be conducted with profit to all in attendance. It will be for you, ladies and gentlemen, to elaborate and fill up those outlines.

I may here be permitted to congratulate the friends of Public Schools in California upon the great improvements made in our school laws and the valuable adjuncts to our school system, adopted within the last three years. And, first, as to the ways and means for increasing the School Funds, and thereby increasing the number, duration, and usefulness, of our schools, I refer to sections two, three, four, and five, of the act of April twenty-six, eighteen hundred and fifty-eight, whereby Trustees are authorized, in certain cases, to call an election, and submit the question of a district tax to the electors, to pay the expense of an additional term of their school; to section six of the same law, by which a means is provided for procuring the funds necessary to erect and equip school-houses; to section four of the act of April twenty-eight, eighteen hundred and sixty, whereby the School Fund is relieved from the payment of the per centage of County Treasurers, the salaries of County Superintendents, Census Marshals, and Trustees, and provision is made for the payment of those expenses out of the General Fund; to section five of the same law, whereby the maximum tax, the several counties in the State are authorized to impose annually, for the support of schools therein, is raised from ten to twenty-five cents on each one hundred dollars of valuation; to the act of April twenty-three, eighteen hundred and fifty-eight, under which some two hundred and sixty thousand acres of school lands, that had long remained unsold, were rapidly disposed of, and by which seventy-five per cent. of the purchase money, for which a credit is allowed, is made to yield a revenue of ten per cent. per annum, in place of the seven per cent. which the State pays upon the principal of the School Fund, when paid up; to the revenue law, passed by the Legislature just adjourned, whereby the State School Fund's proportion of the proceeds of the poll tax is increased from twenty-five to fifty per cent.; and, finally, to the act of April twenty-two, eighteen hundred and sixty-one, providing for the sale of the Sixteenth and Thirty-Sixth Sections in each township, and the conversion of the proceeds thereof into a General Fund for the equal benefit of all the schoolable children in the State.

For the sale of the millions of acres embraced in these school sections, the law has provided the simple and effective machinery, under which the last two hundred and sixty thousand acres of the five hundred thousand acres were so rapidly and satisfactorily disposed of,

Under the old law, sales had almost ceased. Under that just passed, we may confidently expect a rapid sale, and a large and rapid increase of our State School Fund.

Every year the laws I have referred to, have been gradually placing larger means at the disposal of school officers. It will require time for them to work their full

effects, but, with time, we may confidently count upon a large augmentation of the resources of the schools.

I need not tell you that it has required not a little energy and perseverance to secure the passage of these laws.

With all the aid derived from such as were in operation, our School Fund has been wretchedly insufficient. It has been a pittance almost beneath contempt, when compared with the magnificent fund provided for the support of schools in other States. In view of this, the Superintendent, at a time when the State treasury contained a cash surplus of six hundred thousand dollars, exhausted argument and entreaty to induce the Legislature to make a direct appropriation of one hundred thousand dollars, over and above the interest paid upon the principal of the School Fund, for the support of schools, but without success. Members were so shocked, so horrified, at such extravagance, that the Superintendent felt very much as if he ought to apologize.

I can but glance briefly at some of the most important provisions, recently adopted for the improvement of our school system.

For years, the practice of anticipating the revenues of years to come to meet present necessities, seriously crippled many of our schools. This has been remedied, and all operations are now conducted upon a cash basis.

Another step in advance, is the law organizing State and County Boards of Examination, for the purpose of examining Teachers, and granting them certificates. In the County Boards, the Teachers themselves have a voice, and it is within their power to raise the standard of their profession, and to weed out the unfit and incompetent, who have succeeded in fastening themselves, in some instances, upon our schools.

A salutary amendment to this law has just been passed, whereby the County Superintendent may call to his assistance, in making up the Board, three qualified citizens, in case he finds a difficulty in procuring the attendance of three qualified Teachers. This will be a convenience in some of the less populous counties. Among other improvements may be mentioned the specification of the manner in which the funds belonging to a district shall be distributed among the several schools maintained therein, thereby removing a fruitful source of complaint and ill-feeling—the power granted to the State Superintendent to hold Teachers' Institutes, and the authority conferred upon Trustees of two contiguous districts, to unite their funds for the support of a Union School, or a school of high grade, open to the children of the uniting districts.

In conclusion, let me say, ladies and gentlemen, that none of us are so wise that we may not learn something from our associates, especially when those associates have devoted their talents, much time, and study, to the mastery of a specialty in their profession.

From such, as far as I have been able to select them, will you receive instructions, from day to day.

You will be told to mark the distinction between education and instruction; that the former is the drawing out, cultivation, and development, of what is innate—the sensibilities and moral faculties; the latter, the imparting of useful knowledge; that one may be perfectly competent as an Instructor, and yet signally deficient as an Educator; that the accomplished Teacher should combine both qualities. You will be told, as I have before told you, that it is not enough that he store the mind of his charge with all the knowledge to which man has attained. He must cultivate the moral qualities, elevate the sentiments, repress the passions, bring into subjection the senses, ennoble the aspirations.

The primary object of education is to develop and sharpen the thinking and reasoning powers, not to cram the memory of the unhappy pupil with a mass of facts that but too often he learns but to forget.

Little that the scholar learns in early life is of any practical use to him in after days, save as a stepping stone to higher attainments. No one relies upon his



school-day knowledge, as the basis of action in the conflict of life. He matures and digests that knowledge, whenever the exigencies of his position demand its use. The school-boy is but the apprentice, who learns to use, skillfully, and with dexterity, the mental tools with which nature has endowed him. In after years, he may so use those tools as to rank among the master-workmen of his age.

Modern Educators have agreed that the development of the faculties must precede all intelligent use of them, in the great practical problems of life.

The perceptive faculties are the first developed in the human mind, and, therefore, with these, we have first to do in the education of the child, and thus we should begin with tangible objects, and those the most familiar; and where these are not accessible, with the pictures of objects, something upon which the senses may be brought to bear, and through them, the mind be led to determine color, form, size, weight, number, and sounds, and thus the child be early taught to observe carefully the many curious things spread out in nature, all around him.

In primary instruction, as you will be told, familiar objects must be exhibited to the child.

The prevailing error has been, in first presenting abstractions—the letter, the word, or the sentence, without meaning. In a word, the grand error has, for centuries, been, the cultivation of the memory, at the expense of the perception.

We want more oral instruction, more illustrative teaching, more maps, pictures, diagrams, apparatus, simple things that will commend themselves to the mind of the child, and awaken thought.

The object of study is not to exercise the faculty of memory, as many Teachers suppose, and upon which they base their whole theory of teaching. It is to awaken and excite the powers of reflection. It is not to repeat, but to ponder; not to make a lumber room of the child's mind, but a well ordered machine shop and laboratory, supplied with keen and ready tools wherewith to fashion and assimilate the crude facts arising in the every-day intercourse of life.

You will be further informed, that the office of school-keeping is threefold; to secure authority, to stimulate intellectual activity, and to communicate knowledge.

Each of these is absolutely essential in every competent Teacher, and in so far as any one falls short in either of these qualities, he is an incompetent Teacher.

It will be the province of the gentlemen who will address you, to furnish valuable instruction on all these points, and to show you who is a perfect Teacher, and by what means perfection may be approached.

At the conclusion of this address the President introduced the Instructor of the day, George W. Minns, Esq. Teacher of the Natural Sciences, in the San Francisco High School. The following is Mr. Minns' address—

### On Methods of Teaching.

The Common Schools are established by law, for the purpose of affording to all the children in the State the means of obtaining a good education, at the public expense. Their design is to have knowledge as common among the people, as are water, air, and the sunlight. They are planted deep in the affections of the people. Their importance cannot be overstated. Any attempt to improve them, or to render them more useful, deserves the encouragement of every good citizen. I understand that the object of this Institute, composed of Teachers from various parts of the State, is to interchange views in relation to the great cause of education, in order to assist one another in the practice of their profession.

So much has been written upon the subject of education, that it would seem to have been exhausted long ago. Yet it is, in fact, as inexhaustible as human nature. It comprehends and applies to all men, from the cradle to the grave, under all circumstances, and with all their varieties and peculiarities of character. It endeavors

to ascertain the true and philosophical system of human culture, to point out the best methods of teaching, of maintaining good order, of preserving the health, and of developing all the faculties in the natural order, so as to produce the best results for the individual and the community.

The object of the present meeting is more specifically to improve, in every possible manner, the condition of the Common Schools of this State. We wish to render these fountains, at which the great mass of the people drink, as pure and invigorating as possible.

My purpose is then to take some of the ordinary branches taught in the Common Schools, and to state what I think the best methods of giving instruction in them. Before doing so, however, let me present a few general considerations.

Although the practice of teaching must have begun in Paradise, (indeed, according to the pious legends of the Rabbins, Adam was not only the first man, but also the first School-Master, aided by Enoch, I suppose, as his first Assistant,) yet it is nearly certain that no great improvements were generally effected in the art of teaching, and that there never was known such a thing as the philosophy of teaching, until the institution of Common Schools, and in point of fact, not even till long after they were known. We owe our fathers a debt of gratitude for the establishment of the first Free Schools, supported at the public expense, for the education of the whole people. Yet they were very imperfect in many particulars, and the change for the better was very slow and not made without much opposition. There was for a long time great imperfection in the construction of school-houses. The Hon. Horace Mann, while he was Secretary of the Massachusetts Board of Education, described school-houses in central districts of rich and populous towns, where each seat was a stump, without side-arms, or back-board; some of them so high that the feet of the children in vain sought after the floor, and on the hard top of which they were obliged to balance themselves as well as they could, for some six hours in a day.

Mr. Mann says: "I have reason to remember one of another class of school-houses, of the wicker-work order of architecture—summer-houses for winter residences—where there was never a severely cold day without the ink's freezing in the pens of the scholars while they were writing, and the Teacher was obliged to compromise between the sufferings of those who were exposed to the cold of the windows, and those exposed to the heat of the fire, by not raising the thermometer near the latter above ninety degrees, until that near the window fell below thirty. It was an excellent place for the Teacher to illustrate one of the facts in geography, for five steps would have carried him through the five zones. Just before my present circuit," he writes: "I passed a school-house, the roof of which, on one side, was trough-like, and down towards the eaves there was a large hole, so that the whole operated like a tunnel, to catch the rain, and pour it into the school room. At first, I did not know but it might be some apparatus to illustrate the Deluge. I called, and inquired of the Mistress, if she and her little ones were not sometimes drowned out. She said she should be, only that the floor leaked as badly as the roof, and drained off the water."

I myself have seen a school-house in which an old hat was shown to be a pronoun, by being used instead of the noun, glass.

It is of great importance to provide healthful and comfortable school-houses for the young. Let them be placed in the most pleasant locations; let the seats be convenient for children of all ages, and let an abundance be furnished of that prime necessary of life, fresh air.

More improvements have been made in the last twenty-five years, in relation to the structure and management of school-houses, and in reference to the modes of teaching the various branches pursued therein, than had been accomplished during the preceding two centuries. I well remember the first Grammar School which I attended. It was a very long room with a smoke pipe extending the whole length of it, into which, so the Master said, all bad boys would go. I was puzzled for some

time to find where it led, as it passed through a partition separating us from the next room. The stove was large and grim-looking, with the head of some non-descript monster upon the door, with the snarling mouth wide open; and when the full power of the draught was on, it roared loud enough to devour several bad boys at once. I kept at a safe distance from it. The walls of this apartment were as bare as prison walls. There was not a map, nor an engraving, nor a picture upon them, and no globe belonged to the school. This was certainly wrong. The walls of our school-rooms should be covered and adorned with maps and pictures suited to the progress of the scholars. There are published in the pictorial papers, and in other ways, farm scenes, pictures of domestic animals, birds, and beasts, of flowers, of different kinds of trees, and views of some of the largest cities of the globe, all of which would be useful in this respect. Nor, by any means, would I have omitted some scenes addressed to that sense of the beautiful which exists in children as strongly as it does in us. All this might be done at a trifling expense, and what a contrast would be presented between such a school-room and the cold, lifeless, and dingy walls within which too many children are confined. If I had a school in the country, particularly if it was one for small children, I would, in the proper season, have many of the exercises conducted in the open air, in a grove, or any shady place, near by. Every lesson relating to nature should be studied, or read, in the face of nature, with flowers scattered all around, and under the living trees, instead of hanging over the "desk's dead wood." Why should a class read Bryant's glorious poem "The groves were God's first temples," in a wooden box lined with Lowell sheeting, when at a short distance may be nature's temple itself, with its lofty pillars, its green arches, its majestic roof, and its sweet songsters.

Then, still carrying out this principle of object-teaching, I would avail myself of it wherever I could. For instance, by the use of the numeral frame, or, if that cannot be had, with buttons, or beans, all the fundamental rules and principles of arithmetic can be taught and made palpable to the eye. I would have the length of a yard, foot, and inch, permanently marked upon the upper part of the black-board. I would have every Grammar School provided with the following articles, for use in the various departments, namely: Peck, gallon, quart, pint, and gill, measures; grains, pennyweights, ounces, and pounds, of the different measures, blocks to represent square and solid measures, and, in addition, a pair of scales. The clock can be used to illustrate the divisions of time. I would have every scholar studying arithmetic show himself, by experiment, whether the tables he commits to memory are correct. In this manner, the learning of the tables, which is so often considered a drudgery, would become a pleasant pastime. After this, do you think the pupil would forget them?

So, in commencing grammar. Provide a number of different colored wafers, bits of cloth, silk, or cotton. Show them to the scholars, asking them to state the color of each. Let the pupils tell and write upon their slates, the object, the color, and the number, shown. Will not they very soon learn which is the noun, and which words merely describe the noun, that is, are adjectives?

A similar course may be pursued with the verb, and it may be modified so as to bring the child to understand the office of pronouns, and to apply some of the tenses of the verbs.

*Example*—I lift a book (doing it). He lifts a book. The book can be lifted. You may rise. They will sit. She is touching the table, etc.

This exercise may be varied indefinitely. Children should go through these exercises together, pronouncing the sentences, and illustrating them by doing the thing mentioned.

In this connection, I will remark that, in my opinion, children pursue the study of grammar at altogether too early an age. Because they can easily be taught what a noun, an adjective, or a verb, is, it by no means follows that their minds are in a fit state to understand the principles of grammar, or analysis. There are other studies more suitable for their tender years. A year, or two, later, they can enter

more readily into the spirit and foundation of the rules of grammar, and their minds will be better prepared to grapple with the difficulties of the study. Time is lost by putting children into studies for which their minds are not ripe. "Grammar is not the stepping-stone, but the finishing instrument." As grammar was made after language, so ought it to be taught after language.

When scholars come to study the natural sciences, these are made, as much as possible, matters of experiment and observation. No one supposes a pupil will make any proficiency in the study of chemistry, or of any branch of natural philosophy, without witnessing experiments, or making them for themselves. Is there not good reason, then, for pursuing the same course, as far as possible, with less advanced children. It is true, as has been remarked, that Primary and Intermediate Schools need apparatus as much as a High School, but, of course, of a different character.

Mr. Josiah Holbrook. (25 Howard Street, New York,) has prepared apparatus specially designed to illustrate the subjects taught in all grades of public schools. It combines economy and durability. The Common School sets embraces—

For Arithmetic—An abacus, or numeral frame, with movable balls, or counters, to be used in teaching Numeration, Addition, Subtraction, Multiplication, Division, and Fractions; also, blocks to give examples in square and solid measures, and to illustrate the extraction of the Square and Cube Roots.

For Geography—A Globe, a Hemisphere Globe, and a Tellurian.

For Geometry—Solids, representing various geometrical figures, and illustrating the square of the hypotenuse.

The price of the articles named, in the Atlantic States, is from twenty to twenty-five dollars.

The several faculties of the human mind are not simultaneously developed, and in educating an individual we ought to follow the order of nature, and adapt the instruction to the age and mental stature of the pupil. If we reverse this order, and attempt to cultivate faculties which are not sufficiently matured, while we neglect to cultivate those which are, we do the child an irreparable injury. Memory, imitation, imagination, powers of observation, and the faculty of forming mental habits, exist in early life, while the judgment and the reasoning powers are of slower growth. It is well known that the memory may be stored at an early age with valuable rules and precepts which in future life may become the materials of reflection, and the guiding principles of action; that it may be furnished with heroic sentiments and poetic illustrations, with "thoughts which breathe and words that burn," and which, long after, will spring up spontaneously from the depths of the mind, at the proper moment, to embellish and to enforce the truths of the future man.

This period of life, when acquisitions of this kind are most readily made, is not that in which the judgment and reasoning powers can be most properly cultivated. They require a more advanced age, when the mind has become more matured by natural growth, and better furnished with the material of thought.

An important part of elementary mental instruction is that of imparting expertness in the performance of certain processes, such as spelling, reading, penmanship, drawing, composition, expertness in the first rules of arithmetic. I shall by and by consider some of these branches under another aspect. At present, I refer only to that promptness and dexterity in going through certain processes, which can be imparted only by laborious drilling on the part of the Teacher, and acquired only by attention and frequent practice on the part of the pupil. As merely one illustration of what I mean, I will mention skill in adding long columns of figures with rapidity and correctness. It is only in early life, while the mind is in a pliable condition, that these mental facilities can most readily and most perfectly be acquired. The practice in each case must be so long continued, and the process so often repeated, that it becomes a mental habit, and is at length performed with accuracy and rapidity, almost without thought. I think this drilling is the most irk-

some part of a Teacher's duty; it is apt to be distasteful to the pupil, but it must be faithfully and resolutely performed. It is an important principle which should be kept in view by the Teacher, that although the practice of an art is at first difficult, and requires at each step an effort of mind, yet, every repetition renders it easier, and at length we come to exercise it not only without effort, but as a pleasurable gratification of a habitual act. Perseverance, therefore, in this cause, will ultimately receive a grateful reward.

We should carefully avoid having too many studies in our schools. *Non multa, sed multum* is a maxim of sound sense. Do a few things well, not many things poorly. It should never be forgotten that correct spelling, reading, writing, arithmetic, geography, grammar, and facility in expressing ones-self in good plain English, are indispensable. They are the foundation of all future acquisitions; in fact, without them, there can be no superstructure. They are worth any quantity of heads full of mere smatterings of *ologies* and *osophies*.

"I want to *conjecture* a map to study *antimony*, and to learn *bigotry*," said a girl to her master. "My dear little girl," was the reply, "you may *project* a map after having studied geography some time longer; *astronomy* you may attend to when you can understand it; and I would advise you never to learn *bigotry* in all your life. Perhaps you mean *botany*."

It is a great evil, I have said, to introduce many studies into a school. It works evil in another way, and that is, children are put into studies for which their minds are not mature enough. It is an important fact that the mind, at a certain time, may be totally unable to comprehend a subject, because it is not sufficiently developed to understand it. The evident course to be followed is, to *wait*, until the *mind has grown*, and then what was formerly so difficult becomes perhaps quite easy.

An incident is related in the Autobiography of Dr. Benjamin Franklin, which illustrates this point.

Dr. Franklin states that he was sent by his father to a school for writing and arithmetic, "kept by a then famous man, a Mr. George Brownwell. Under him," says the Doctor, "I learned to write a good hand pretty soon; but I failed entirely in arithmetic."

It is almost incredible that a mind like Franklin's should be incapable, even at the age of nine years, of understanding the rudiments of arithmetic, which, he tells us, he mastered a few years after, by himself, with ease. His mind, perhaps, was not sufficiently grown for him to take hold of the subject. Another explanation of this fact is to be found also in the character of the text-books used in Franklin's day, and in the method, or, rather, want of any method, of instruction. Every one, at all interested in the cause of education, knows the vast improvement that has been made within a brief period, both in the books used in schools, and in the methods of teaching from them. This improvement has extended to every branch of a school education. It is difficult for us to form an idea how different was the state of things in Franklin's time. I imagine I see the boy—endowed by his Creator with faculties which were to astonish the world by their strength, acuteness, and grasp—that boy, who afterwards made his name immortal by his discoveries in science, and who did more than any man, except Washington, to carry his countrymen successfully through the war of the Revolution—I imagine I see him in a small and, probably, ill-ventilated school-room in School Street, in the town of Boston, resting his distracted head upon his hand, and endeavoring in vain to catch a glimpse of the meaning of the mysterious rules in *Cocker's Arithmetic*. The various studies that now make school life pleasant, were entirely out of his reach. At ten years of age he was taken from school to help his father in the business of tallow-chandler and soap-boiler, having learned from that "famous man," Master Brownwell, nothing except a good hand—a statement which every one will admit to be true, who looks at his name signed in clear, round, characters, to the Declaration of Independence. One cannot help thinking with what delight Franklin

would, even at that early age, have pored over the most elementary treatise on Natural Philosophy; but it was to be his fate, by his brilliant discoveries, to *make* some of the most important *additions* to such a work, instead of merely reading accounts of the achievements of others.

It should be carefully kept in mind that the object is not to pour information into the mind, but to train and discipline it. Hence we see the absurdity of learning a lesson merely by rote, and of asking, in hearing a recitation, simply the questions which may be in the book. Montaigne says: "To know by heart, is not to know." Self-development should be encouraged to the fullest extent. The pupil should be *told as little* as possible, and induced to *discover as much* as possible. Encourage him to conquer difficulties himself. Every victory so achieved adds to the strength of his mind, and what he acquires in this way he makes permanently his own. The rule that the Teacher should follow, is not to do any thing for the scholar, which the scholar can do for himself; to remove from the road only those obstacles which are insurmountable, and to put the pupil on the right track, when he has got on the wrong one. The true object in teaching is, to enable the scholar to do without a Teacher, as in assisting a child to walk, it is that he may walk alone. It is true that certain information must be imparted by the Teacher, and the best informed man, other things being equal, will be the best Teacher. But in imparting information, the same caution should be used as in feeding a child. Give him intellectual food only when he craves it, then only can he digest it. Don't load his stomach when he is not hungry. There is intellectual dyspepsia in some schools.

It is implied in what I have said, that the real object of education is to teach how to think. If this is not done, the memory may be crammed with knowledge, so called, (even this is like the rude and undigested mass with which Virgil's harpies gorged themselves,) but what wisdom is there, what development of mind? Emerson says: "When a great thinker is let loose upon the world, look out." How true it is that very few people do think. Many follow in the beaten track, without asking whether there is not a better road. How many are carried away by mere words, names, devices, without once inquiring—What does all this really mean? Let us not be surprised then that the power of thinking is not more frequently found among the young. Few grown persons possess it. But it is a source of great gratification to the Teacher, when he finds in his class any who do *think*, who turn the matter over in their minds, who inquire why this is, or is not, so; in short who bring mind to bear upon the subject of their lessons. He wishes that that heaven would leaven the whole lump of juvenility before him. Too many learn their lessons by going over them as a mere matter of memory, not as an exercise of the mind. This will be the case as long as Teachers insist upon, and are satisfied with, merely the answers in the book, hearing the lesson almost as a mechanical exercise. The remedy for the evil is to cross-examine the scholars closely, and in a variety of ways, in order to ascertain whether they have clear and definite ideas on the subject which they have been studying. In this manner you probe their knowledge. Take all the pains in the world to see that they *understand* what they recite, perhaps, very glibly.

As the foundation of all memory, of all thinking, of progress in learning, of success in any pursuit, *attention* is indispensable. It is the possession, or the want of this faculty, that makes the great difference among men. It is the power of directing and holding the mind closely and fixedly upon any subject, until it is contemplated in all its aspects and relations, and thereby fully understood. You remember Newton said if there was a difference between himself and other men, it resulted from his attention to the subject of his thoughts. This ability to fasten and hold the attention, cannot be estimated too highly. It must not be disregarded even in the youngest pupil. Whether one, or many, are to be instructed, undivided attention must be given. Care and judgment are of course highly necessary in presenting just such thoughts and lessons as are adapted to their capacity. One thing at a time should claim attention, until it is fully mastered. Let that one thing be

within the reach of the child's mind, and then impressed upon it until the idea is fully grasped.

A pleasant method of giving a child a lesson in attention may be found in Ogden's "Science of Education." He says: "A little expedient to which I have resorted, on some occasions, may be suggestive of means that may be adopted for correcting these evils, and of fixing the attention. Holding up my watch to the school, I have said: 'How many of these little boys and girls can look at it for one minute at a time?' The idea, perhaps, is a novel one, and their little voices and hands will respond, anxious for the experiment. Some will say, boastingly, 'I can look at it an hour!' 'Two hours!' responds another little captain, who is anxious to make a display of his prowess. At this juncture, I ask, how many would be willing to make the experiment of one minute continuous looking? There is a shower of hands and a shout of voices raised to the highest pitch. 'Well, let us try; all ready; now!' And their forms straighten up, and all eyes are bent with intense earnestness upon the watch. It grows very quiet, and every one listens and looks. Presently it occurs to half a dozen, or more, of them, that they are doing it about right. 'I wonder if John, or Charles, or Mary, or Ellen, is looking too? Wonder if they all are doing as well as I am?' And their thoughts leave the watch and the promise, and wander after Charles, or Ellen, and the temptation to look away becomes so great that in about half a minute, or less, you will see an occasional pair of eyes glance hurriedly to some convenient quarter of the room, and back quick to the watch again; others, still less cautious, will turn the head, and look carelessly away; others, again, will drop off entirely, and cease to look, while some, more resolute and determined and careful than the rest, will not remove their eyes for a moment, and at the expiration of the time, will announce their triumph with evident satisfaction. At the close, some will insist upon a new trial. It may be granted; and then others will succeed; and here it might be well to vary the experiment. The question might be asked: 'If you are capable of holding your eyes fixed upon that watch, can you, with equal success, confine them to a picture, or mark, upon the board?'

'Now, if you can look at a watch, a picture, or a mere chalk mark upon the board, for a given time, can you look at your books as long without change?' The intention here, perhaps, will be discovered by some, and they will begin to see the force of it. Let the experiment be made with the book, without attempting to study during the first few trials. If they succeed well, suggest that if they can look upon one page of the book, they might study that long without looking away. And if they can thus confine the attention for one, two, or three, minutes, they can also, by practicing, continue it to five and six. But it will be found that young scholars are not able to endure more than three, or four, minutes, even after months of practice."

Another method is to read sentences selected for the beauty of the thought, or for the admirable manner in which they express some noble sentiment, or convey some moral truth. They are to be suited to the mind of the scholar, and are to be read to the whole class, beginning, of course, with short sentences, and afterwards proceeding to longer and more complicated. Every one in the class must be told to give close attention. The sentence is then read *only once*, slowly and distinctly. All those who can remember it are requested to raise their hands, and some one is called on to repeat it. It is wonderful to what an extent the attention and the memory can be cultivated by such a course as this. Do you suppose that children, who have had the advantage of this practice, will, when they hear a lecture, or sermon, in after life, complain that their memories are so wretched that they cannot recollect a word.

Warren Colburn's "Intellectual Arithmetic," (and all mental arithmetics, are based upon his plan,) besides addressing the reasoning faculty, and leading pupils to understand the principles of arithmetic, is remarkably instrumental in increasing the power of thought, and in enabling the mind to hold and to follow a line of *consecutive reasoning*.

The object of the Common School is to give the pupil a good knowledge of the fundamental branches of an English education. I shall now remark upon the methods of teaching some of these branches somewhat more in detail.

Edward Everett says, "I hold that to read the English language well, that is, with intelligence, feeling, spirit, and effect; to write, with dispatch, a neat, handsome, *legible*, hand, (for it is, after all, a great object in writing to have others able to read what we write,) and to be master of the four rules of arithmetic, so as to dispose, at once, with accuracy, every question of figures which comes up in practical life—I say, I call this a good education. And, if you add the ability to write pure, grammatical, English, I regard it as an excellent education. These are the tools. You can do much with them, but you are helpless without them."

First, let me speak of reading. To read understandingly, naturally, expressively, and feelingly, is a delightful accomplishment, and yet, how few possess it! Vocal exercises are excellent for cultivating and developing the powers of the voice; the proper pronunciation and distinct enunciation of words, the different intonations of the voice should be carefully regarded; but the signification of the words, the *meaning* of the author, is indispensable. *A lesson in reading should be studied as thoroughly as any other lesson set in the school.* The Teacher should inquire the meaning of every word and every allusion with which he may suppose the pupils to be unacquainted. As their minds become more mature, he should call their attention to the beauties, or defects, of any comparison employed. He should endeavor to impress them with a proper conception of the beauty, wisdom, or truth, of what they read. If a lesson of only a few lines can be learnt in this manner, set that lesson, *and no more.* Do not be discouraged if the progress be slow at first, it will be rapid by and by. At any rate, it is progress, whereas the other course is no progress at all. For surely, the uttering of pages of words, day after day, and month after month, without comprehending their meaning, is not at all elevated above the occupation of the parrot. Nor is it sufficient that the pupil understands the meanings of most of the words. He must know them all. If he is ignorant of the meaning of one word, he may lose all the soul of whatever he reads. Let the Teacher, in hearing a class read, have perpetually in mind, the question addressed by Philip, "Understandest thou what thou readest?"

There can be no good reading, if the lesson is not understood. If, upon examining a school, I found the pupils well acquainted with the meaning of what they read, I should feel the best assurance that they had pursued their other studies understandingly.

I wish to caution all against a theatrical tone. Most Professors of Elocution commit this error, and many who attend their instructions, imitate them in this respect. Hence, there is so little good reading among us. On the one hand, some who have never received any instruction from a competent Teacher, read in a careless, slovenly, and wretched manner, mumbling their words in the same monotone, whatever the subject may be; while, on the other hand, many, taking their cue from some Professor of Elocution, or some *distinguished* public reader, assume an unnatural tone, and with an air and manner all affectation and conceit, begin what they consider remarkably *stunning* reading. Heaven preserve me from it. "I had rather be a kitten, and cry mew," than be obliged to listen to it. I pray you avoid it. Of one of these theatrical readers it was said that, at dinner, she stabbed the potatoes instead of taking them, and that she asked for a knife in the same tone in which she would say, "Give me the dagger."

I proceed next to the subject of Geography. This study is often commenced with a series of definitions which are got by heart, repeated, laid aside, and forgotten; forgotten, for one reason, because not explained, or understood, the language being made to precede the ideas; and for another, because the words which the definitions are to explain are new to the pupils. A better way of commencing geography, with all children, is to call their attention to the spot on which they live; to point out surrounding objects, and mark their relative situations on the



floor, or black-board; and thus, to show how a town, its streets, or roads, and its prominent features, natural, or artificial, may be represented. As their ideas expand, the scale may be reduced, and distant towns, counties, rivers, and mountains, with which the children are acquainted, or of which they may have heard, may be introduced, correct ideas of space and number being gradually acquired. Pupils should be taught, by reference to objects around them, what is the length of a mile, and by questions put to them in relation to places to which they have traveled, they should be enabled to form a correct idea of what the distance, fifty, one hundred, or one thousand, miles, actually are. Point out in which direction North, South, East, and West, are, and state why a certain direction is fixed upon for the North. Call attention to the pictorial representations of lakes, rivers, etc. (like those introduced into the San Francisco schools) and having already become acquainted with the *thing*, notice how quickly they will learn and how easily they will remember the *name*. Geography ought not to be studied without continual reference to a globe; it should be looked at during every lesson, and it would gradually stamp upon the minds of the scholars such a lively image of the sphericity of the earth, and of the relative positions and sizes of continents, islands, oceans, etc. as would never be effaced.

I find in most geographies, lists of questions directing pupils to learn the situations of small towns, or villages, or insignificant rivers, or lakes, as: Where is Toudou, Tzentzin, Sewah, etc. etc.? Such places are of no consequence; the scholar has no assistance from the association of ideas in mastering what may be truly called his *task*; and in ascertaining the position of places which might as well be called by the letters of the alphabet as by the names used in the book. I should request the scholar to find out the localities only of the more important places, and which these are can be easily known from the book. Why should he be called upon to burden his memory with a mass of useless details forgotten as soon as acquired? You do not wish to make of him a Geographical Gazetteer. You cannot expect him to know the locality of every place upon the earth from Borioboloo Gha to London. You must draw the line somewhere; draw it then between those places which are of importance and those which are not. After leaving school, the scholar can easily ascertain the position of any place in which he may happen to be interested.

I make these remarks because pupils, at exhibitions, have been called upon to run through long catalogues of names of rivers, lakes, seas, oceans, capes, islands, mountains, states, cities, towns, etc. It is well that children should know these, to a certain extent, but this is by no means the important part of geography. They should also become familiar with the grand facts and the leading principles; the real and comparative sizes of countries, using their own State as a unit; the comparative population of different countries and large cities, taking the population of California and San Francisco as the units of measure; the grand features of countries, such as the mountain and river systems; the climate of different parts of the world, and the causes affecting it; the various productions of the globe; the extraordinary natural curiosities found upon the earth; the great ocean surrounding the land, and inviting the nations to commerce; the kind of people that live in any land, their religion, their peculiarities, their social and political condition, and many other subjects which will suggest themselves to the competent Instructor.

If geography were taught in this manner, should you think it possible for children to consider the top of a map to be up, and the bottom down, and that, consequently, all rivers which flow into the Arctic Ocean must run up hill? Or to state that Cuba and Massachusetts are of about the same size? Answers which have actually been given in schools of considerable reputation.

The elements of composition are almost invariably a stumbling-block to the young—and, strange as the statement may appear, I think the principal reasons for this fact are that it is not commenced early enough, but is put off until the pupil is considerably advanced in his other studies, and that he is then usually told to write

a composition upon some subject—perhaps an abstract one—about which he knows nothing, and in which he cannot, of course, feel the slightest interest. Who does not remember the vacuity of mind and vexation of spirit with which, in his youthful days, he addressed himself to the set task of writing an essay upon such a theme as—*Virtue, its own Reward; The Study of History*, etc.? Of what frightful dimensions, and how supernaturally white, looked the blank sheet (blank as our own minds) of foolscap, which we were to fill with our own thoughts, (so the master directed) without receiving any assistance from our friends! How frequently we thrust the pen into the inkstand in the vain hope to hook up some idea which might be concealed in that Stygian abyss! How despairingly we scratched our heads, how closely we scrutinized the walls and the ceiling, as if we expected to catch by the tail some stray idea which might be lurking in some corner, or crevice, of the room! How firmly did we for the time believe in the non-existence of mind, and the existence of nothing but matter throughout the universe! And then, if after all this cudgeling of our brains something did come into our heads, whispered doubtless by the pitying spirit of some repentant pedagogue, did we not make the most of it? Did we not dilute it, and dilate it, and amplify it, and spread it out, in the largest hand, upon lines ruled at least two inches apart, being very careful to prevent any quarreling between the words, by placing them at such a distance as to make it impossible for them to cross swords with one another!

Now the remedy for this unfortunate state of things consists in asking children to write upon those subjects only which they understand, or which relate directly to, or spring out of, their studies, or in which they would naturally, as boys and girls, take an interest. A multitude of such questions, drawn from the everyday pursuits, amusements, and occupations, of the young, will suggest themselves to the qualified Teacher. It is highly important that the exercise of writing out their own thoughts should commence early. Very soon after children begin to think, and are capable of using and writing small words, a slate and pencil should be put into their hands, and they should be brought to express their thoughts in their own language, no matter how short the sentences, or the words. In most of the schools for the deaf and dumb, the pupils begin to write exercises of this character after two years' instruction—in some, sooner. And, certainly, if this can be done by those unfortunately deprived of speech and hearing, it can be accomplished by those possessing all their faculties. I have known scholars, in other respects excellent, who found great difficulty in expressing themselves either orally, or in writing. They were deficient in language. They ought to have been from an early period frequently practiced in the use of their mother tongue. The exercises should be made more difficult as the pupil becomes older; for beginners, they should, of course, be of the simplest character. As soon as a child can write legibly, he should be put to writing short phrases—original, or from dictation; and, as a part of this exercise, he should be taught spelling, the dividing of words into syllables, punctuation, the rules for the use of the capital letters, etc. Teachers complain that it is difficult for scholars to learn to spell correctly; and so it is, especially from the use of spelling-books *alone*. To become a very correct speller is the labor of years on the part of the pupil. It is continual practice in the writing of sentences, not isolated words, that makes the good speller; and pupils cannot learn to spell correctly without being more in the habit of writing than they now are. A man who writes only a letter, or two, a year, is likely to be a poor speller; but one who from his occupation writes every day, is rarely faulty in this respect. Consider, too, in practicing such simple lessons in composition as I recommend, how many valuable things they are at the same time acquiring. Besides punctuation, spelling, the use of capital letters, etc. they are, or should be, improving their handwriting; they are exercising their minds pleasantly by the invention of sentences, short, or long; they are learning the meanings and the right use of words; they are gradually becoming acquainted with their own language, and accustomed to express their thoughts appropriately. Think how desirable an acquisition this last

will be to every boy and girl upon entering into life, and how many have regretted the want of it.

I agree to the opinion, that it is a wicked waste of time to confine children, year after year, to copy-books in penmanship. After a certain stage has passed—and that not a very late one—handwriting should be made the common and everyday means of acquiring and reducing to practice a knowledge of orthography, punctuation, the construction of sentences, etc. Children who have been kept in their copy-books until they could write a beautiful hand have, if required to write down sentences of their own composition, produced illegible and disgraceful scrawls, abounding in errors of punctuation and spelling. This statement proves the importance of early combining handwriting, punctuation, and spelling, in one exercise of the pupil's own composition; of departing from the beaten track, and of making as soon as possible, scholars do the whole work for themselves without pattern, or assistance.

Similar remarks to those which I have made are applicable to the subject of Declamations. Let the boys speak only pieces which they fully understand and appreciate, suitable to their age, and expressive of such thoughts, feelings, and interests, as are natural to *boys* not men. I take no interest in seeing a stripling ascend the rostrum, and in tones intended to be very impressive, exclaim: "There stands Bunker Hill Monument," with a gesture directed at the stove-pipe. I object to hearing a youthful prodigy shriek, in the shrillest treble, "My voice is still for war." I refuse to lend my ears, although urgently requested to do so, in the well known line, beginning—

"Friends, Romans, countrymen."

I am not at all withered by the tone of contempt with which the embryo orator "hurls back the base insinuation, with scorn and defiance, into the teeth of the contemptible and inefficient member of the opposite party." I have seen, in a California paper, a notice of an exhibition, in which it was stated that the Great Debate between Webster and Hayne was conducted with decorum by the youthful Senators. Well, I am glad it was; I am thankful that no violation of parliamentary propriety occurred, calling for the interference of the Sergeant-at-Arms. But why should boys personate Demosthenes, Cicero, Burke, Webster, Clay, or James Buchanan? Why not simply and naturally be *themselves*? It has been said that there are no girls, or boys, in the United States; that the next stage to that of children is that of ladies and gentlemen. There is too much truth in this remark. I wish that period of true, unpretending, genuine, boyhood and girlhood, to be restored; the happiest period in the lives of many, of which the poet has given so beautiful a description:—

"Gay hope is theirs, by fancy fed,  
Less pleasing when possessed,  
The tear forgot as soon as shed,  
The sunshine of the breast.

Theirs buxom health of rosy hue,  
Wild wit, invention ever new,  
And lively cheer, of vigor born;  
The thoughtless day, the easy night,  
The spirits pure, the slumbers light  
That fly the approach of morn."

Who would shorten this blissful period by introducing into it the passions, strifes, and ambition, of men? Let boys be *boys*, in every sense of the word, while they are such in years, and neither on, nor off, the stage, ape the bearing, passions, or language, of men. I do not wish to be understood as saying that appeals to the highest and best feelings of our nature, that the noble and patriotic sentiments of our great orators, cannot be appreciated by boys. Far from it. But I wish particular pains to be taken by the Teacher to avoid pieces which do not lie within the comprehension, or the experience, of the pupil; and let those selected be as thor-

oughly studied and understood as the lessons in reading, to which I have alluded, or any other lessons, in the school.

I cannot condemn too strongly all dramatic exhibitions, conducted by schools, in which scenes from plays are represented with scenery, dresses, music, etc. I do not object to a good dialogue, or polylogue, such as is adapted to interest the youthful mind and touch to finer issues the youthful heart, spoken in the usual manner. But I am opposed to dramatic representations, accompanied, to use the technical word, with all the properties. I do not know that any exhibition of this kind has ever occurred, in connection with the Free Schools of America, and I hope none such ever will. There is no talent in spouting. Do not boys have too much inclination for the stage, already, without its being stimulated? And what a waste of time there is in getting up such representations; precious time which might be, and ought to be, spent in familiarizing the pupil with all the fundamental branches of a good, sound, English, education, without which they cannot expect to be useful to themselves, or to society.

You must perceive of what primary importance I consider it is, that children should know the meaning of every thing they attempt to learn. It is astonishing with what facility they will use words, or give an answer, to which they attach an erroneous meaning, or perhaps, no meaning whatever. This was much more the case formerly than at present, since our fathers did not, in many respects, pursue the natural course in the education of children.

How pleasantly and successfully nature teaches the infant! No sooner has it begun to exercise its senses, first, probably, the touch, in perceiving warmth, to open its eyes, to take food, to perceive odors, to hear sounds, than it begins to acquire knowledge. In the exercise of these powers the infant takes great delight. That during the first months of a child's life its progress is highly satisfactory, is evident to a very ordinary observer; its first lisplings show how much interest it finds in the appearances of surrounding objects; its first observations are listened to and receive that degree of attention which they demand; and it is not till the pressure of other domestic duties, or other inclinations, divide the mother's care, that the inquiries of the infant are neglected, and it is left, often discouraged and disheartened. A child obtains its notions as we do, by seeing, sounding, feeling, smelling, and tasting, objects. "Do not meddle," puts a stop to these processes. In cases of doubt and uncertainty, it asks for information, and is, perhaps, told, "Little children should be seen, and not heard." After a few years, the child is placed at school, where, instead of that natural course being pursued which should turn to account the observations and knowledge he has already stored up, he is often forced upon studies for which he shows no inclination; he is taught *words*, instead of *things*; and his memory is loaded with phrases and rules which he does not understand.

Thus his education commences, and thus a path which might be strewn with flowers, to allure, is choked with brambles to impede his progress. The thorny track is traveled over, and for a long time the pupil has only confused notions floating in his mind, to the exclusion of that precise and distinct knowledge which lies within the grasp of those faculties which nature courts him to exercise. We all know that in many schools, children have been taught, nay, are even now taught, as if they had to use only one, or two, of the senses. A child who possesses in perfection all the senses, should have them all exercised. We are, none of us, perhaps, more than half educated in this respect. The five senses are the means of communication between the outer world and the spirit within. It is through these media that the child for some time receives all its knowledge. A late writer says of the infant of two years old: "He has acquired more knowledge during this short period, than he generally does on the present plan of instruction through the eight, or ten, succeeding years of his life; and it is a striking instance of the benevolence of the Creator, and a prelude of the vast extent of knowledge the child is afterwards capable of acquiring, that all these acquisitions are made not only

without pain, but, in the greater number of instances, are accompanied with the highest enjoyment."

In the school-room we should imitate as much as possible *the method of nature*. Young children are not reflecting, or reasoning, beings; they have no appreciation of abstractions; they are for the tangible, the real, the concrete. It is through their senses that nature is acquainting them with the material world, and how fresh, active, and vigilant, their senses are, and what untiring pleasure they take in their exercise! This is well described by the poet Sprague, in speaking of the delight which children feel in the gratification of their curiosity. Referring to this principle, the poet says:

"In the pleased infant see its power expand,  
When first the coral fills his little hand;  
Throned in his mother's lap, it dries each tear  
As her sweet legend falls upon his ear;  
Next it assails him in his top's strange hum,  
Breathes in his whistle, echoes in his drum;  
Each gilded toy that doting love bestows,  
He longs to break and every spring expose.  
Placed by your hearth with what delight he pours  
O'er the bright pages of his pictured stores!  
How oft he steals upon your graver task,  
Of this to tell you and of that to ask!  
And when the waning hour to bedward bids,  
Though gentle sleep sit waiting on his lids,  
How winningly he pleads to gain you o'er,  
That he may read one little story more!"

Children should be taught by *things as much as possible, by words as little as possible*. The letter may kill any idea, but the *reality* maketh alive. On this account I consider object-teaching as a decided improvement in our schools. It is an excellent plan whenever practicable, to show the scholars whatever may be the subject of the lesson, or if that cannot be done, then a drawing, or picture, of it. Their interest is thus awakened; every eye is sure to be wide open; the information imparted is correct; there can be no mistake about it. How quickly, also, it is gathered; how much time it takes to convey, by description, through the ear, a full and accurate idea of what may, perhaps, be understood at a glance of the eye, and so impressed upon the mind as never to be forgotten. There are some Teachers who should be informed that they do not have under their charge Institutions for the Blind, but that their pupils have eyes, and would rejoice in an opportunity to use them.

The importance of real objects, natural and artificial models, pictorial representations, experimental and other practical elucidations, cannot be too strongly urged on those who have the direction of the young mind. In most of the subjects which form the school business, such illustrations may be introduced. The school-room should be furnished with receptacles for works of art and nature; the pupils themselves would be the most valuable and active contributors to such collections; and those specimens which are apparently the most humble, will often be found to be the most useful. Visits to mines, manufactories, to the sea-shore, to fields and woods, would furnish great additions to such a store. Minerals, vegetables, woods, metals, animal substances, insects, shells, etc. are easily obtained. The arrangement and classification of these objects would call into exercise faculties which are now scarcely ever developed. One writer says that he has known boys of twelve years of age who could recognize and refer to their proper class almost every object around them in nature, and gives it as his opinion that a wide range of descriptive natural history may be imparted at that age.

Another means of correcting the evil of which I complain, is to introduce into our schools the study of the Natural Sciences. This ought to be done, and can be done, with children, as soon as they can read tolerably well. Books adapted to the capacity of young pupils have been written for this purpose by eminent men. "The Child's Book of Nature," by Dr. Worthington Hooker, the eminent Profes-

sor of the Theory and Practice of Medicine, in Yale College, is admirably suited to this purpose. It is in three parts: one, upon plants; another, upon animals; and the third, upon air, water, light, heat, etc. There are also, by the same author, a "Book upon Common Things," on "Natural History," and "First Lessons in Physiology," the last of which has been introduced into the Grammar Schools of Boston and San Francisco.

The following remarks of this accomplished Naturalist and Physician commend themselves to the good sense of every one:

"We live in the midst of a material world, animate and inanimate, presenting phenomena of the highest interest, and of endless diversity. And yet throughout almost all the period of childhood, and perhaps we may say youth also, this book of nature is, in the school-room very nearly a sealed book. The very process of education shuts in the pupil from the broad contemplation of the world in which he lives. He is drilled through spelling, reading, grammar, etc. but he is left in total ignorance of the beautiful flowers and the majestic trees outside of the school-room. How very few, even of the best educated adults, know the processes by which a plant, or tree, grows! And the same can be said of other phenomena of nature.

The great facts of the world, both of mind and matter, should furnish really the material for education. Instead of beginning the child's education with learning to spell and read, the object should be to make him an observer of nature, and the spelling and reading should be done in connection with this, and as subsidiary to it. Things, and not words, or mere signs, should, from the first, constitute the substantial part of instruction. We should aim to impart to him a spirit in consonance with the following precept of Hugh Miller, the famous self-taught Geologist: 'Learn to make a right use of your eyes; the commonest things are worth looking at—even the stones and weeds, and the most familiar animals.'

If the general mode of education were changed in the manner indicated, education would have much less of the character of mere drudgery than it now has. Not that there would be any the less labor; but the labor would be made lighter by the interest imparted to it, the interest which always results from the study of facts and phenomena, and never from the learning of mere words and technicalities."

The world around us is fair and beautiful and full of wonders. It is always speaking to the heart of man, though the cares of life may prevent him from hearing its voice. But it is in the morning of life, when the heart is free from anxiety, when the spirits are light and buoyant, when the senses are the most acute, the curiosity insatiable, and creation fresh and new, that its language finds a willing and a charmed ear.

How do the young enjoy the glories of sunrise, a lovely prospect, a ramble through the woods, or along the sea-shore, and how much quicker than their elders do they notice any little circumstance that may occur! And what a pity it is to close upon them this broad face of nature which God himself has spread before them for their contemplation and delight, and shut them up within four walls, where they are told to keep their eyes on their lessons which are some pages of a printed book! Cage the lark, tie up the forest deer—and you do not act more against nature than has been done in sentencing children to imprisonment six hours a day within the blank walls of some penitentiary of a school-house.

Now I know very well that geography, grammar, and arithmetic, are indispensable. They must be learnt and well learnt. The fundamental branches of a good English education must not be neglected. But while I would not have these in the least interfered with, I would urge it upon all connected with schools not to disregard the natural sciences. The study will, I am sure, contribute to the pleasure and improvement of both Teachers and Scholars, and promote, instead of retarding, the progress of the latter in their other studies. These first books can be understood by any Teacher whose "heart is in her vocation;" in fact, such a Teacher will be delighted with them; and if she catches the true spirit of observation, she will be continually led to add facts of her own gathering to those which the author has preserved.

It is certainly possible, during the seven, or eight, years spent in the Grammar Schools, to pay some attention to the natural sciences. Do not shut the children

out from them during this the golden period of their lives for studying them. Consider a few of the advantages to the discipline of the pupil's mind in pursuing these sciences. How much are his powers of observation improved by the study of nature! And this is no small thing. How few people see things just as they are. How often do witnesses under oath disagree with regard to material circumstances in relation to events occurring before their eyes, and where all had equal opportunities of seeing. Men are unwilling to trust their own senses in reference to matters a little out of the line of their own business. They will tell you they are no judges in such cases. Have not persons been made believers in spiritualism and animal magnetism, because their observing faculties were not sufficiently awake to see through the deception?

But after things are seen, (and it is a very important thing to see them accurately and fully,) then comes the exercise of the faculty of comparison. Now this faculty implies a great deal. We compare things not merely to see their resemblances but their differences. He who can do this well, is no ordinary person; he who can do it remarkably well, is one out of ten thousand. Men differ greatly in their ability to perceive resemblances and differences. An unfortunate lawyer is compelled to take his seat in mortification, by the Judge's showing him that the cases he had cited are not analogous to that before the Court, and consequently not at all applicable. The great business of buying and selling depends, as one may say, upon comparison. It sometimes happens that the best of friends will get angry in a discussion, when the difference between them is a trifle, a fact of which they may afterwards become aware, much to their astonishment. We consider it a compliment to any one, when we say that he has a *discriminating* mind, he can make *distinctions*. Now the natural sciences teach *how to observe*, and *how to distinguish things correctly*—which is in fact the greater part of education, and that in which people otherwise well educated are sometimes surprisingly deficient.

It must not be forgotten that the course of study in the Grammar Schools should be comprehensive enough to meet the wants and tastes of every mind. Now the list is by no means small of those who have been pronounced dunces at school, who have afterwards been widely distinguished for their attainments in science. Hugh Miller, who has been mentioned, is an instance in point. Dr. Franklin was probably considered by his Teacher as arithmetic proof, and perhaps, as stupid in other respects; the reason being that there was no study pursued in the school which interested the youthful philosopher, who was born to be an observer of nature. Many other instances to the same effect might be mentioned. Introduce, then, into the Common Schools the study of Nature, and make provision for those whose tastes, perhaps whose *genius*, lies in that direction.

I know that the general impression is, that the study of any branch of natural science is a study of hard words, particularly in the case of natural history. It is surprising to notice how many school-books will commence with pages of hard words and definitions, the purpose of which at that stage is unintelligible. This is not the case, however, with the books I have mentioned. They are simple and suited to the young. The great and interesting facts are noticed; hard names are explained, and the definitions given only when it becomes necessary in the course of the works, and thus the pupil is not disheartened, or disgusted, at the very beginning. We must wait until the mind has become more mature, before the scholar can attend to classification, or to generalization.

It must not be overlooked that, in consequence of the great advances made in the physical sciences, they are much more the objects of attention now than formerly. The great discoveries of modern times, more, or less, intimately connected with the welfare and the progress of society, are made in these sciences, and the physical arts themselves have received a new impulse. We must keep pace with them in our schools.

The public are little aware how much interest is taken by Naturalists, the world over in the natural history of California. The State has been visited and explored,

in some parts, for that purpose, by agents from most of the prominent universities and societies in the world. The distinguished Naturalist, Agassiz, states that he has a friend in San Francisco who has sent him an amount of specimens greater than all those collected by all the United States' Exploring Expeditions put together.

Is it not high time for the citizens of California to take an interest in this subject, and to introduce it into the public schools, so as to give every young man desirous of entering upon these pursuits, an opportunity to make some, at least, of the necessary preparations; and is there any country where such studies are more needed, or will be more useful to the public and to the individual?

There is a very strong desire at the East, to introduce more extensively into their schools the study of the natural sciences, including natural history. They acknowledge their remissness in this respect, and all concur in the importance and necessity of this change being made.

In a lecture delivered by Agassiz, are the following remarks :

"Our school system has been developed in a manner which has produced the most admirable results, and is imitated everywhere as the most complete and the most successful; but, while we have attained the highest point in that respect, we are also best prepared by that very position to make any further improvement which may lead to a better future. And I believe that the introduction of the study of natural history, as a branch of the most elementary education, is what can be added to what is already so admirable a system. The difficult art of thinking can be acquired more rapidly by this method than by any other. When we study moral, or mental, philosophy, in text-books which we commit to memory, it is not the mind we cultivate, it is the memory alone. The mind may come in; but if it does in that method, it is only in an accessory way. But if we learn to think, by unfolding thoughts ourselves, from the examination of objects around us, then we acquire them ourselves, and we acquire the ability of applying our thoughts in life. The Teacher who is competent to teach the elements of this science, must, of course, feel a deep interest in it; he must know how to select those topics which are particularly instructive and best adapted to awaken an interest, to sustain it, and to lead forward to the understanding of more difficult questions. He should be capable of rendering the subject attractive, interesting, and so pleasant indeed, that the hour for the school should be welcomed by the scholar, instead of being dreaded as bringing something imposed by duty, and not desirable in itself."

It may be added to what has been said by Agassiz, in illustration of the benefits to be derived from the study of natural history, that it is a fact which every one acquainted with the subject will admit, that our crops are every year injured to the extent of many thousands of dollars, by the depredations of insects whose habits are not properly understood. In this way, the Hessian Fly, the canker worm, the apple worm, the apple and peach borers, the curculio, the cotton worm, the tobacco worm, the corn borer, the rice weevil, the wheat midge, and other insects not yet known, make way with capital and labor to an enormous extent. There are many insects injurious to the grape-vine, to one of which a volume has been devoted. Investigations into the habits of such insects have been attended with the best results, one of the most useful of which has been to stop the farmer from destroying his friends with his enemies among insects, as he had been in the habit of doing. The best way of finding an effectual remedy for these injuries is to diffuse and cultivate in our schools a taste for natural history.

In a moral point of view, this study, as well as that of all the natural sciences, is of the highest importance. I never heard of a real lover of nature who was a bad man. They exhibit to man the thoughts of the Creator, for all the arrangements which he sees around him are manifestations of the Divine Mind. In the book of nature we can read a portion of the laws and the designs of the Almighty. The more diligently any one pursues these studies, the more deeply he is impressed with the abundant evidences of the power, the wisdom, and the benevolence, of the Creator. He sees that a drop of water is full of wonders, as well as the starry heavens; that the tiniest insect that sports in the sun-beam is not so insignificant as to be beneath the care of its Maker, nor the Island Universes, scattered through



the realms of space, too vast for His power to control. Every creature made by the Divine Hand, he sees to be perfect, with an organization exactly suited to its wants, and its place in the scale of being, and adapted to contribute to its happiness. God provideth for all His creatures. Now, the youthful heart readily understands and feels the lesson which nature teaches; it will not rest satisfied merely with nature and nature's laws, but willingly and instinctively is led through them up to nature's God. It is touched by His goodness; it reverences His power and majesty; as the mind expands, it feels that He is the source of all we possess; it begins to feel the need of His aid and protection, and then earnestly to invoke them. In this manner, it at length realizes the great truth, that in Him we live, and move, and have our being; it does not read these as unmeaning words, but is pervaded with their deep signification. It is impressed with the heartfelt conviction, that there can be no more utter and dreadful ruin than to disobey the commands of this Good and Just Being, and that there is no greater happiness than to do His will and receive His approbation.

I consider it an evil to stimulate the intellect, almost perhaps to its utmost exertions, and to neglect the moral training of the scholar, or to treat the latter as if it were of minor consequence, as if the object were to make smart linguists, or mathematicians, or chemists, instead of *complete* men. We have, undoubtedly, too many *smart* men in the world already; that is, *smart* in the bad sense of the word, and yet, perhaps, in a sense by which they feel complimented.

What is wanted more than anything else is true men, men of principle, men fearing God, loving their neighbor, loving their whole country, and cherishing its free institutions; men who stand for the right as immovable as the eternal pyramids; whose word, whose look, is truth itself; whose honor can no more be tarnished than a sunbeam can be soiled; in whose breasts the ruling maxim is not "Cotton is king," nor "Gold is king," but everywhere, both in their most secret retirement, as well as in public position, reigns, enthroned in their hearts and obeyed in their lives, the divine principle—DUTY IS KING FOREVER!

Now, the child is not all intellect, any more than it is all conscience; it has a sense of right and wrong, and this sense is silently addressed in a hundred different ways, as the questions arise whether the pupil shall do this thing, or not, whether he shall confess, or conceal, a certain fault, etc. I know that the importance of this subject is adequately felt by the Public School Teachers of San Francisco, and that much attention is paid by them to moral instruction, and pains taken to impress upon the minds of their pupils the great religious truths in which all are agreed. At the same time, while this is done, all sectarianism is carefully avoided.

I would have this moral sense carefully cherished as the voice of God; I would have it kept sensitive and acute, and properly trained and educated. I would have every part of the nature of the pupil well and proportionately exercised and developed—the physical, the intellectual, and the moral, the body, the mind, and the heart, the last the most carefully of all, since out of it are the issues of life. I would tell the pupil that the acquisition of knowledge is valuable, but that, though his attainments in science and art, and in all learning, were transcendent, though he might "speak with the tongues of men and of angels," and "understand all mysteries and all knowledge," yet, if he had not a good character, sound moral principles, he would be nothing but a miserable failure. With all the energy I possessed, and all the different methods of appeal I could invent, I would enjoin it upon him to strive to become a good, true, and noble, man.

And such words, addressed in the spirit of affection to the young, go directly to their hearts. Their impulses can easily be turned into the right channel. They have a desire after excellence in the acquisition of knowledge, but if their sense of right and wrong is properly appealed to, I believe it can be made the ruling power of their lives. When this result is accomplished, how blessed is the work! It is beautiful to look upon the young, with their clear and honest eyes, their frank and beaming countenances, their warm and pure hearts beating high with aspirations

after goodness and truth, and desiring that every evening may find them more worthy of the approbation of their Teachers, their parents, and of Heaven.

Fellow-Teachers! from our connection with the Public Schools, we must take a deep interest in their prosperity and success, and earnestly wish that each revolving year may render them more efficient. The Common School System is the child of the people, in which they take great pride. The Public Schools are emphatically the *People's College*. From them graduate the bone and sinew of the community, men of sound common sense, of good principles, and with stout hearts, who will stand by the Common Schools as the bulwark of their rights and liberties, and who will defend them against bold and open attack, or vile and secret slander. Their crowning glory is, that their doors are open freely to all; that in them the poorest child is the equal of the richest, and may lay the foundation of an education which may lead him to employment, to competence, to respectability, nay even to high station, and to a glorious fame. Many a poor man has denied himself in order that his little ones might attend school decently attired, and has had his last moments cheered by the thoughts that he had faithfully given his children every advantage afforded by the Public Schools—feeling in that fact a strong assurance of their future good conduct and welfare.

The Common Schools can show upon their rolls the names of distinguished men who laid in them the foundation of a world-wide renown. Franklin, of whom I have spoken; Clay, in the log cabin school-house of Peter Deacon, with no floor but the earth, and no window but the door; Webster, in the log school-house kept by Master Tappan in the wilds of New Hampshire; George Stephenson, the founder, and to a great extent the inventor, of the present system of locomotion on railroads, commencing at eighteen years of age in a village school to learn his A, B, C, like a little child; Fulton, Bowditch, and hosts of others. They commenced life in poverty; had not the Common School afforded them an opportunity *to begin* their education free of expense, how few of them might ever have been known to the world? How many of those yet unborn, and destined to immortal renown in their various capacities would, but for the Free Common School, be lost in eternal night! We have a right then to feel an honest pride in this great system with which we are connected.

Our profession is humble, laborious, and exhausting. The services of the Teacher are not adequately appreciated in any community. Neither fame, nor wealth, belongs to him. He is not allowed even the designation—Honorable. He is overworked and underpaid. And yet his life has its compensations. I know nothing more touching and more grateful to the Teacher than at the close of the year, when he is bidding farewell to those who are passing forever from his care, for him to see every countenance turned towards him with affection and gratitude—to know that these minds have received from him wholesome knowledge—that by his influence and example, good principles have been implanted in their hearts—and that he has troops of friends growing up and becoming every year more numerous, who will voluntarily pay him that honor, love, and obedience, which they feel to be due to the benefactor of their youth.

The faithful Teacher has another reward of which nothing can deprive him. It is the approbation of his own conscience; it is the consciousness that he is humbly imitating the Creator and Preserver of all, in doing good. "Think not," said Sydney Smith to an aged, poverty-stricken Master teaching the art of reading, or writing, to some tattered scholars, "you are teaching that alone; you are protecting life, insuring property, fencing the altar, guarding the government, giving space and liberty to all the fine powers of man, and lifting him up to his own place in the order of creation." This well describes the nature of the Teacher's office.

It was the boast of the Emperor Augustus, that he found Rome brick and left it marble. Let it be the higher praise of the Public School Teachers, that California was found a wilderness, but that they have contributed by their exertions to fill its valleys and cities with a virtuous and intelligent population—a richer treasure than all her nodding harvests, than all her mines of gold.

Mr. Minns concluded his Address at half past twelve o'clock.

The President then adjourned the Institute, to meet in Convention at half past two o'clock, P. M.

#### STATE EDUCATIONAL CONVENTION.

At half past two o'clock, P. M. the Convention was called to order by Hon. A. J. Moulder. The following is a list of the Delegates in attendance :

#### Roll of Delegates.

##### ALAMEDA COUNTY.

Dr. W. P. GIBBONS .....Acting Superintendent.

J. H. BAKER,	P. G. PRATT,
G. C. LYNDE,	WILLIAM W. HOLDER,
J. HOLMAN,	W. H. GLASSCOCK,
JAMES McCURDY,	H. C. CURRAN,
W. O. L. CRANDALL,	H. GIBBONS, Jr.
Rev. A. H. MYERS,	HARRY LINDEN,
SOLOMON RICHARDSON,	Miss F. SHUEY.

##### AMADOR COUNTY.

SAMUEL PAGE.....Superintendent.

DENNIS TOWNSEND,	S. S. MOSER,
S. C. HURD,	S. R. De LONG,
C. C. SILENT,	J. T. MOFFETT,
S. C. WHEELER,	D. R. GAUS,
M. W. BELSHAW,	Mrs. MARY D. PAGE,

Miss MARY A. PIERSON.

##### BUTTE COUNTY.

J. B. THOMAS.....Superintendent.

ISAAC UPHAM,	J. B. McCHESNEY,
S. G. GOODHUE,	T. L. VINTIN.

##### CALAVERAS COUNTY.

JOSEPH HOLDEN,	J. H. WELLS,
D. K. SWIM,	P. F. HOEY,
WILLIAM J. DAKEN,	Mrs. MARIA TOTHILL.

##### COLUSA COUNTY.

B. M. HANCE .....Superintendent.

JOHN BAGNALL,	J. H. LEIGNING,
C. W. HIGHT,	Miss MARY A. BEECHER.

##### CONTRA COSTA COUNTY.

A. F. DYER.....Superintendent.

C. S. McARTHUR,	J. N. BURKE,
F. WARNER,	JOSEPH SPARROW,
H. F. BROWN,	Miss MARY LYON.

##### DEL NORTE COUNTY.

B. F. DORRIS.

## EL DORADO COUNTY.

Dr. H. S. HERRICK.....Superintendent.  
 M. A. LYNDE, CHARLES H. PARKER,  
 S. A. PENWELL, E. DUNLAP,  
 E. L. LAWTON, Mrs. E. S. LIVINGSTON,  
 Mrs. C. H. COLE.

## HUMBOLDT COUNTY.

SOLOMON COOPER.

## MONTEREY COUNTY.

SAMUEL M. SHEARER, Miss SARAH J. STRONG.  
 G. H. STRONG.

## MARIN COUNTY.

J. H. PARKS.

## NAPA COUNTY.

J. M. HAMILTON.....Superintendent.  
 J. M. CARTER, J. W. FRY, Miss L. BRASH.

## NEVADA COUNTY.

JOHN C. WELLS, B. W. CROWELL.

## PLACER COUNTY.

S. S. GREENWOOD.....Superintendent.  
 E. J SCHELLHOUSE, Miss S. M. C. WOODWARD.

## SACRAMENTO COUNTY.

Dr. F. W. HATCH.....Superintendent.  
 J. W. ANDERSON, SPARROW A. SMITH,  
 Rev. Mr. BENTON, GEORGE SMITH,  
 JAMES GORDON, E. M. KINNEY,  
 E. E. SHEAR, J. A. SIMONS,  
 D. S. LANGSTON, J. M. HOWE,  
 J. M. SIBLEY, H. G. HARTLEY,  
 Rev. W. H. HILL, J. F. CRAWFORD,  
 SANFORD KINNEY, Dr. S. M. MOUSER,  
 A. C. SWEETSER, Mrs. F. FOLGER,  
 Mrs. L. POWERS, Mrs. W. H. KAEMMERLING,  
 Mrs. M. S. LYTTLE, Mrs. LIZZIE W. SMITH,  
 Miss ORA W. ANDERSON, Miss MARY E. HOWE,  
 Miss MAGGIE MCGREGOR, Miss FANNIE S. HOWE,  
 Miss JENNIE G. KERCHEVAL, Miss CHARLOTTE HERRING,  
 Miss MARY McCONNELL, Miss E. R. SPALDING,  
 Miss HATTIE M. OSBORNE, Miss E. A. BAILEY,  
 Miss KATE COLLINS, Miss MARY DOYLE,  
 Miss J. M. LYON, Miss F. L. CHAMBERLAIN,  
 Miss LOUISA DRUMMOND, Miss F. BAKER,  
 Miss ABBIE MITCHELL, Miss ESTHER E. BRIGGS,  
 Miss MARGARET GLASSFORD, Miss MARY DUNN,  
 Miss MARY MCGREGOR, Miss MARY STINSEN.

## SAN FRANCISCO COUNTY.

JAMES DENMAN.....	Superintendent.
GEORGE W. MINNS,	ELLIS H. HOLMES,
JOHN SWETT,	GEORGE TAIT,
ANDREW E. McGLYNN,	HUBERT BURGESS,
GEORGE W. BUNNELL,	HENRY B. JANES,
GEORGE H. PECK,	THOMAS S. MYRICK,
JAMES STRATTON,	THOMAS C. LEONARD,
T. J. NEVINS,	URIAS HALLEMBECK,
WARREN HOLT,	JAMES G. PEARSON,
F. K. MITCHELL,	Mrs. E. S. FORRESTER,
Mrs. L. A. MORGAN,	Mrs. DU BOIS,
Mrs. E. C. BURT,	Mrs. H. M. BAKER,
Mrs. S. A. D. LANSINGH,	Miss LAURA A. HUMPHRIES,
Miss HANNAH MARKS,	Miss CARRIE V. W. TAYLOR,
Miss KATE E. DOWNES,	Miss RUTH A. HARKER,
Miss LAURA J. MASTICK,	Miss SARAH M. ENAS,
Miss ELIZA T. SNOW,	Miss LIZZIE KENNEDY,
Miss KATE KENNEDY,	Miss MARY L. TRACY,
Miss ANNIE HILL,	Miss M. E. GARDINER,
Miss C. C. DODGE,	Miss L. E. FIELD,
Miss O. W. DEMPSTER,	Miss H. H. HEAGAN,
Miss E. HAWKSHURST,	Miss H. E. PORTER,
Miss CARRIE V. BENJAMIN,	Miss M. R. WARREN,
Miss SARAH F. LORING,	Miss MARY A. CASEBOLT,
Miss A. S. BARNARD,	Miss BEATRICE WEED,
Miss MARY V. TINGLEY,	Miss L. M. CUTLER,
Miss M. C. WHITE,	Miss EMILY GRIFFEN,
Miss ANNIE E. SLAVAN,	Miss D. S. PRESCOTT,
Miss LIZZIE MACY,	Miss ADELAIDE A. ROWE,
Miss ANNA NUTTER,	Miss ALICE T. BAKER,
Miss SARAH HUNT,	Miss MARIANA A. WILLS,
Miss CARRIE HUNT,	Miss M. D. C. LYNDE,
Miss MARY E. STOWELL,	Miss L. H. CROCKER,
Miss P. M. STOWELL,	Miss LAURILLA MOORE,
Miss ELLEN CASEY,	Miss ALICE KENNY,
Miss J. A. LAWLESS,	Miss M. E. SCOTCHLER,
Miss ELIZABETH TURNER,	Miss M. L. MORGAN,
Miss ANNA STARKEY,	Miss M. H. TURRILL,
Miss H. A. HANEKE,	Miss MARY H. SLAVAN.

## SAN JOAQUIN COUNTY.

L. C. VAN ALLEN.....	Superintendent.
A. E. NOEL,	H. WERMUTH,
J. S. COGSWELL,	H. S. VEITS,
W. A. T. GIBSON,	MELVILLE COTTLE,
A. B. KINCAID,	T. W. J. HOLBROOK,
A. D. CAMPBELL,	L. D. HARGIS,
M. J. RYAN,	Dr. CYRUS W. COLLINS,
JOHN A. ANDERSON,	Miss LUCY A. M. GROVE,
Miss ALMA A. ALLEN,	Miss ETTA O. LADD,
Miss LIZZIE A. ALLEN,	Miss MARTHA P. MILLER.

## SAN MATEO COUNTY.

H. S. LOVELAND.....	Superintendent.
JOHN PURCELL,	J. E. SELICK,
HUGH HAMILTON,	JOSEPH P. AMES.

## SANTA CLARA COUNTY.

FREEMAN GATES,	E. L. DICKINSON,
J. M. BURKE,	J. J. BOWEN,
W. C. HART,	Miss MARY LYON,
Miss MARY E. SMITH.	

## SANTA CRUZ COUNTY.

JOHN M. SEIDLE,	L. D. HOLBROOK,
A. P. KNOWLES,	Miss R. H. HILL.

## SIERRA COUNTY.

JAMES S. JACKSON.

## SOLANO COUNTY.

Rev. SYLVESTER WOODBRIDGE, Jr.....Superintendent.

J. D. LITTLEFIELD,	H. C. TENNEY,
C. S. SMITH,	W. A. C. SMITH,
D. E. ALLISON,	GEORGE W. SIMONTON,
M. B. POND,	T. S. WILLIAMS,
THEODORE BRADLEY,	Mrs. THEODORE BRADLEY,
Miss M. J. HUMPHREYS,	Mrs. MARY HATCH,
Miss WOODBRIDGE,	Miss MARY ATKINS.

## SONOMA COUNTY.

JAMES HARLON,	C. JAMES,
IRA NORTON,	N. H. GALUSHA,
R. H. TIBBITS,	B. C. WESTFALL,
G. C. SANBORN,	N. E. MANNING,
M. C. BAKER,	F. S. DASHIELL,
WALTER W. STREETER,	Mrs. M. E. CRANDELL,
Miss M. HART.	

## STANISLAUS COUNTY.

Miss A. M. FITCH.

## TEHAMA COUNTY.

R. W. WILSON,	L. W. ELLIOTT.
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## TUOLUMNE COUNTY.

JOHN GRAHAM,	S. BUSH,	BERNARD MARKS.
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## YOLO COUNTY.

H. J. SPENCER,	H. A. PIERCE,
M. L. TEMPLETON,	O. L. MATTHEWS.
WILLIAM WILD,	J. D. BRICKNALL,
L. S. GREENLAW,	E. B. FRINK,
Miss C. A. TEMPLETON,	Mrs. G. G. FREEMAN,
Miss M. A. DUNCAN.	

## YUBA COUNTY.

D. C. STONE,	O. J. MEAD,
JOSEPH J. HASKINS,	J. C. PELTON.

## NEVADA TERRITORY.

J. BURNHAM.

On calling the Convention to order, Mr. Moulder announced the first business to be the appointment of a temporary Chairman.

On motion, James Denman, County Superintendent of San Francisco, was chosen temporary Chairman, and L. C. Van Allen, County Superintendent of San Joaquin, temporary Secretary.

On motion, the Chair appointed the following committee, consisting of one from each county represented, to nominate permanent officers of the Convention :

**Committee on Permanent Organization.**

W. H. GLASSCOCK .....	Alameda.
Miss M. A. PIERSON.....	Amador.
Mrs. MARIA TOTHILL .....	Calaveras.
C. S. McARTHUR .....	Contra Costa.
M. A. LYNDE .....	El Dorado.
Miss SARAH J. STRONG.....	Monterey.
J. M. SIBLEY .....	Sacramento.
JOHN SWETT.....	San Francisco.
M. J. RYAN.....	San Joaquin.
Miss R. H. HILL.....	Santa Cruz.
J. D. LITTLEFIELD.....	Solano.
J. H. PARKS .....	Sonoma.
H. J. SPENCER .....	Yolo.
ISAAC UPHAM.....	Yuba.
J. BURNHAM .....	Nevada Territory.

The committee retired for consultation.

During their absence, Dr. Gibbons of Alameda alluded to the fact that most of the Delegates were strangers to each other, and moved that the Chair appoint a committee of six, consisting of three ladies and three gentlemen, whose duty it should be, during the session of the Convention, to introduce the members to each other.

The motion was carried, and the Chair appointed as

**Committee on Introduction.**

Dr. GIBBONS,	Miss MARKS,
Dr. HERRICK,	Miss TINGLEY,
Mr. VAN ALLEN,	Miss PIERSON,
Mrs. LIVINGSTON.	

The committee forthwith proceeded to the discharge of their duties, in the midst of which the Committee on Permanent Organization returned to the Hall, and recommended the following for

**Permanent Officers of the Convention.**

**PRESIDENT.**

ANDREW J. MOULDER.

**VICE-PRESIDENTS.**

W. P. GIBBONS, of Alameda,	F. W. HATCH, of Sacramento,
SAMUEL PAGE, of Amador,	JAS. DENMAN, of San Francisco,

J. B. THOMAS, of Butte,	L. C. VAN ALLEN, of San Joaquin,
J. H. WELLS, of Calaveras,	Miss R. H. HILL, of Santa Cruz,
A. F. DYER, of Contra Costa,	SYL. WOODBRIDGE, Jr. of Solano,
H. S. HERRICK, of El Dorado,	JAMES HARLON, of Sonoma,
G. H. STRONG, of Monterey,	HENRY GADDIS, of Yolo,
J. H. PARKS, of Marin,	ISAAC UPHAM, of Yuba,
J. BURNHAM, of Nevada Territory.	

## SECRETARY.

GEORGE TAIT, of San Francisco.

The report was accepted and adopted.

On taking the Chair, Superintendent Moulder returned his thanks for the honor conferred upon him by the Convention, and expressed the hope that their deliberations would result in mutual benefit, and the advancement of the cause in which all were interested.

On motion of Mr. D. K. Swim, of Calaveras, the President appointed the following

**Committee on Order of Business.**

D. K. SWIM, of Calaveras,	CHAS. H. PARKER, of El Dorado,
HENRY B. JANES, of San Francisco,	Dr. GIBBONS, of Alameda.

During the absence of this committee from the Hall, President Moulder, at the request of several members, entertained the Convention with an account of his recent visit to the Public Schools of the Atlantic States and Canada—

He drew a comparison between the condition of our Schools, School Funds, etc. and those of the Eastern States. The Institute which they are now attending, was based upon the plan of those so successfully in operation on the other side of the Continent.

In some of the States, they have an Assistant State Superintendent—in Wisconsin, for instance, the distinguished Henry Barnard—who spends his time “on the circuit,” holding Institutes in each county, and the benefits of his plan were marvellous. In the remotest districts its effects are felt. Teachers are waked up, schools start off with a new vigor, parents become interested, and Popular Education receives fresh impulses. There, the Institute is made an “instruction” in the morning—and then the interest depends on the Instructors; and a Convention in the afternoon, when the interest depends entirely on the Delegates. Of course we cannot closely imitate the broad style of the Pennsylvania system, considering how meagerly our Legislature provides for all school purposes. That is the practical matter for friends of Education in California to attend to. We must have the Legislature educated to more faith in the Public Schools. When our legislators believe with Horace Mann, that every invasion upon the domains of ignorance is, *pro tanto*, an invasion upon the domains of crime, they will not haggle at expending as much upon the schools as upon the State Prison. In this State, thirty-two thousand dollars a year is deemed a large sum for the schools, and one hundred thousand dollars none too much with which to take care of our State criminals. Our State Fund will grow to be magnificent at some future day, but the interest of it, which is all we are now permitted to use, is a mere pittance, and utterly unequal to the work that is required by the good of society to be done, in the way of educating our children.



He called attention to the way in which the committees which have the schools in charge, in the Legislature, are constituted—often of men from counties that have but a few schools, and those, perhaps, of the poorest kind. This should be remedied.

He spoke with warmth of the condition of the Canada schools; of the munificence of the appropriations—one million five hundred thousand dollars annually for their maintenance—of their excellent Institutes, Libraries, and Normal Schools. The liberality toward the schools of Illinois and Indiana, too, was highly complimented. In conclusion, he said that though in his tour he had often seen finer buildings, more elegantly and completely finished, more elaborately furnished, he had nowhere seen schools that in proficiency, or efficiency, were superior to those of San Francisco.

On motion, Mr. T. J. Nevins, the first Superintendent of Public Schools of San Francisco, was invited to a seat on the platform among the officers of the Convention.

Mr. Nevins expressed his acknowledgments.

After the conclusion of his remarks, it was suggested that the Convention should hold its next session at the High School Building on Powell Street, that members from the interior might thus have an opportunity to examine the new and improved school furniture, the diagonal method of arranging the desks, the apparatus, etc. and further, might be relieved of their restraint by the familiar presence of the school-room.

A motion was subsequently made in accordance with this suggestion, but was lost by an almost unanimous vote.

On motion, Mr. T. C. Leonard, of San Francisco was appointed Assistant Secretary.

Mr. Janes, Chairman from the committee, reported the following

#### **Order of Business.**

Reading Minutes.

Reception of Delegates.

Reports of Standing Committees.

Reports of Special Committees.

Unfinished Business.

New Business.

Music, at opening and closing, under direction of the President.

The committee further recommended the appointment of Standing Committees, consisting of three each, on Text-Books, as follows:

On Reading, Spelling, and Defining;

On Writing and Drawing;

On Grammar and Composition;

On Arithmetic;

On Geography and History;

On Natural Sciences;

On Mathematical Science;

On Object-Teaching, Gymnastics, and Calisthenics;

On School Architecture, Furniture, and Apparatus;  
 On Amendments to School Law;  
 On State Normal School;  
 On Rules for a Permanent Organization.

The report of the committee was accepted and adopted.

The roll of members was again read and corrected.

The President stated that he would announce the appointments upon the various Committees on Text-Books, through the medium of the morning papers.

He announced the Instructor before the Institute for next day, Hubert Burgess, Esq. Subject: "The Best Methods of Teaching Writing and Drawing."

On motion, at half past five o'clock, P. M. the Convention adjourned.

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## SECOND DAY.

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STATE INSTITUTE.

TUESDAY, May 28, 1861.

The Institute was called to order at ten, A. M. by the President, who introduced the Instructor of the day, Mr. Hubert Burgess.

Mr. Burgess then delivered the following address upon

### **The Best Mode of Teaching Writing and Drawing.**

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#### REMARKS ON WRITING, WITH A DESCRIPTION OF BURGESS' SYSTEM.

I have been invited to attend this meeting for the purpose of making a few remarks, for your consideration, on the subjects of Writing and Drawing.

I have been, for the past four years, engaged as a Teacher of those branches, in San Francisco, and, during that time, it has been my endeavor to discover, if possible, some means by which to modify the difficulties always experienced in learning and teaching those branches.

I have taken notes of ideas which have occurred to me upon these subjects, and, at length, have succeeded in compiling two systems, differing very materially from those in present use. These systems have been submitted to those gentlemen in the city supposed to understand these matters, and their opinions have been unanimously in their favor, as being better suited to assist both Teacher and pupil than any other books which they know to have been published for the same purpose.

I believe one of the objects of this Convention to be the selection of text-books for use throughout the State. My remarks will be confined to explanations of these systems, and my object is to have them used in the department of Public Instruction, if considered worthy. The Board of Education have adopted that upon writing, for use in this city.

Notwithstanding the importance of writing as a part of every person's education, there does not seem to be any general understanding as to the best method of teaching it. This, I believe, arises from the fact that the subject does not receive the amount of consideration which is due to its importance.

It appears to me that, in order to succeed as a Teacher of such a branch, it is necessary, first, to decide what the principle is upon which the art is based. This determined, a foundation is laid upon which a system will build itself. Have an object in view, and the means to carry it out will, in a great measure, suggest themselves.

Let us consider what is necessary to become good writers, and we shall soon discover this principle.

Undoubtedly, the most important requirement is freedom of hand to guide the pen. By this I mean, the ability to compel the hand to obey the mind; to write rapidly and well. There can be no argument against this, for the act of writing is a mechanical one, and requires practice, and the result of practice is the gaining of more, or less, control over the hand.

Freedom of hand, then, is the fundamental principle upon which the art is based. To be able to write at all proves the possession of some of this power; to be able to write properly proves the same principle to have been more developed.

The next step is to consider which exercises tend most to cultivate it, whether large, or small. It undoubtedly requires some control to make even a small mark in the required direction, and as, undoubtedly, requires more to make a larger one proportionably as well.

It is next to impossible to acquire the necessary freedom by the use of small exercises. The pupil, in making them, invariably rests the hand upon the paper, a habit which becomes confirmed, by its not requiring any effort. In most cases they commence the formation of letters before being able to guide the pen, necessarily making them imperfect, and resulting in very uneven manuscript and poorly shaped capitals.

As the object, then, is to develop freedom of the hand, as much as possible, and as it is a positive necessity to allow it to move with the pen as the writing is done, it appears to me that large exercises, which cannot be done without this movement, should be substituted for small ones.

From the fact that it requires more control to make a larger than a small mark, it seems reasonable to suppose that if a pupil has had sufficient practice to make the larger ones, he is better prepared to commence writing than in the other case.

It is nothing new to consider the arm, or fore-arm, movement, the main principle of writing. In order to prove that it is so, it is only necessary to visit some of the large business houses in the city, where there are generally good penmen, and notice the position of their hands when they write. In very few cases will they rest upon the paper, but glide over it with the pen as a line is written. Ask them by what principle they have learned to write so well, and the answer will be, by the development of the arm movement.

Now, in order to succeed, particularly in teaching by this system, strict attention should be given to the position of the pupil. Whenever it is practicable, the desks should be as nearly suited to their height as possible. They cannot write so well if they are too high, or too low. In the former case, the weight of the arm renders it necessary to rest it heavily, thereby destroying the possibility of their learning by the true principle. In the latter case, the head droops forward, and they cannot sit properly if they try.

There can be no objection to teaching both positions, right and left side forward, as both are useful, but, notwithstanding, the right side is preferable, when practicable, for the reason that the muscle of the fore-arm can rest upon the desk; still, in nine cases out of ten, during life, when writing is required, it will be found necessary to sit in the other position. It is the natural way of writing, and much more attention should be paid to cultivating the most important position.

The left side should be put forward, so as to touch, not lean against, the desk. The left arm should rest upon it, the hand always above the writing, and placed gracefully, which can always be done by allowing it to fall to the paper, without *any tension* of the sinews, or muscles.

The head must be erect, not allowed to droop. The book should be as far to the right as to be conveniently written upon, for the end of the pen-holder should point to the shoulder, and if the book is too nearly opposite, it will be impossible to make it do so.

The tops of the third and fourth fingers should touch the paper lightly. The muscle of the arm, between the wrist and elbow, should also touch lightly, but young pupils cannot do this, so the wrist should touch lightly instead.

The arm movement is the basis of this system. It consists in the ability to move the hand with the pen as the writing is done.

Large exercises are made use of, in place of small ones, as being better calculated to develop this movement.

Each exercise is of practical use in writing, being nothing more than the elements used in the formation of the alphabets. These exercises should be given to young pupils to do upon the black-board, or slate, to prepare them for the paper. Their names and uses should also be learned.

It is much easier to make an early and superficial show by other systems than by the arm movement. The superiority of the latter is in the result. There are no faults, that I am aware of, caused by gaining freedom of hand by large exercises. There are many, by commencing with small ones, and the remedies which are always applied to correct them, are the basis of this system. I know of no better cure for a cramped hand than large exercises.

There are ten numbers.

Number One—Contains six exercises purposely made so large that the hand, in making them, must move. These, independently of their being exercises, are most important, four of them being the elements used in forming the letters of both alphabets, the straight, loop, oval, and line of beauty. Explicit directions are printed at the head of each page, for the guidance of the pupil. These are also intended to be used by the Teacher, as follows: A certain amount of writing should be required from each pupil, and in order that all should commence the same exercise every lesson, they should be compelled to finish their copies before leaving school.

The Teacher should first make them read the directions in their books, and then illustrate, upon the black-board, what is to be done, and explain the meaning of what is said in the copy. Should they not understand some parts of the directions, it will by this means be made clear; and if they forget, they have only to refer to the head of the page.

This is a new and important feature in the system, both to Instructor and pupil, as they will be in possession of all the remarks which a practiced Teacher of that particular branch could give.

Numbers Two and Three—Contain a capital letter and the last exercise in the first book, alternated. It is not to be supposed the pupil is now learning to write capital letters. It is positively necessary to acquire command over the hand. The letters are intended merely for exercises made so large that the hand must move to do them. In order to save as much time as possible, they have been put into this form, that he may also learn something of the shape of capitals.

Exercises in this form are more interesting than in any other, because the letter is recognized, and its utility understood. They are not expected to be well done; it will be difficult at first to make them at all. The exercise upon the alternate pages is most important, containing, as I before remarked, the two elements used in the formation of the capital alphabet.

These three first books, then, contain large and valuable exercises, given for the express purpose of developing freedom of the hand, with the knowledge of the elements which are used in writing, and the ability to make them. The pupil must be compelled to move the hand, no difference what sort of mark he makes. The copies will necessitate its being done.

Number Four—Contains twenty-four exercises of a different nature, intended to embrace every kind of movement required in small writing. Near the end of the

book double and single ruling is used in the same copy, that the pupil may learn to make the marks the same size without depending upon double lines.

If the exercises and directions up to this have been strictly followed, the hand and eye will be pretty well trained and comparatively little trouble will be experienced in learning to write, because the pupil can guide the pen and make every necessary mark used in the formation of both alphabets. The next thing necessary is that they shall understand the value of the elements in making letters, to explain which we come to—

Number Five—This book contains the small alphabet. Three letters are given as a copy, to be done upon two pages. The analysis is first given, showing by what combinations of elements the letters are formed. (This is done by making each element separately and then combining them in the perfect letter.) The analysis has to be practiced by the pupil, after which the three letters occur separately and then connected, between double ruling and upon single lines. The proportions of each letter are given. Printed directions are at the head of each page for making every letter in the alphabet.

Sufficient attention is not generally given to the elements. They are extremely useful; for instance, by the analysis we know that the letter *a* is formed by the combination of two elements, the oval and straight, with the curve attached. Knowing this, it is a simple thing to discover the imperfect part of the letter by following out the elements. If the oval is not perfect, the letter cannot be. If the straight element cannot be found, it must be badly formed, and this, of course, applies to every letter. The last copies in this book have letters so arranged as to compare their proportions, and the alphabet is divided to show how many are made by the use of the oval element, and in how many the direct and loop occurs.

Number Six—Contains combinations of small letters in the formation of words, so arranged that each word shall be more difficult. Each letter commences five different words. Instructions relating to the copy, on each page, as before.

Number Seven—Contains the analysis of capitals. The elements are reduced to two—the line of beauty and oval. I believe this to be entirely original. The exercise in Numbers Two and Three contains them all. This method of analyzing the letters shows the true principle upon which each is formed, and is very simple. It can be better illustrated than verbally described. All that is necessary to discover any imperfection in a letter is to follow out the ovals and to understand what is meant by their being parallel to each other.

One letter is thus analyzed upon each page, giving the number of ovals of which it is composed, with their proportions to each other.

The copy is divided into five spaces, three of which are filled with capital letters, the other two containing words, introduced so that what was learned in the last book may not be forgotten while making the capital alphabet.

Number Eight—Contains five words upon each page, commencing with each capital in the alphabet, that is to say, each capital letter commences five different words. Printed directions, as before, at the head of each page.

Number Nine—Consists of twenty-four copies, each containing one line of writing in a good practical hand. No flourishing is introduced, and but one style of writing is made use of throughout the system. Each of these copies contains some information for the guidance of the pupil in writing. Printed instructions upon each page, as before.

Number Ten—Contains one, or more, sentences, as a copy, upon each page, sometimes occupying three lines. Capital letters are introduced and each sentence has some advice, or suggestion, concerning writing. The directions contained in the books are so carefully arranged as to form not only a system of copy-books, but a manual on penmanship. It is intended to have these books gotten up as well as it is possible to be done. It is also intended that the paper, the quality of which is of great importance, to insure success, shall be of the very best.

It is necessary to send the manuscript to New York, or Boston, to be advantageously completed, and it will probably take six months before ready for use.

#### DESCRIPTION OF BURGESS' SYSTEM OF DRAWING.

All the elementary books which have come under my observation have been either too complicated for a young pupil to profit by, or, on the other hand, the most important principles have been altogether neglected.

It is utterly impossible to make a drawing correctly without applying some of the rules of perspective. It is just as impossible to make young pupils understand it beyond a certain extent. Many copies are given them to draw which are imperfect, particularly in this respect, no regard being paid to truth of representation, consequently allowing absurd mistakes to be repeated by the pupil under the impression that they are correctly drawn.

The object for which this system has been arranged is, to teach drawing in such a way that it may be practically useful through life. Lessons once learned upon the correct principles will never be forgotten. No printed copies should be used. The study should be entirely from objects. Even should considerable proficiency be acquired in imitating a print, of what real use is it? Of what service is the knowledge when obliged to follow some other person's ideas? Very few, after years of such study, know anything about sketching from nature. They make dark marks here, or there, without knowing wherefore. They obtain a certain effect, by imitation, but the mind not being necessarily engaged upon the subject, they are ignorant as to the cause.

The true pleasure in being able to draw consists in the ability to make our own pictures. In collecting sketches from nature, as their beauty, peculiarity, or other reasons, may render them valuable. In the occupations of life, the advantages of being able to express our ideas upon paper are important.

The Architect, Engineer, Builder—what but this ability has rendered some so famous; and what would not others give to be possessed of it? Many grand structures would be raised, and vast improvements made, if the unborn ideas of those conceiving them, could by the pencil be brought to life. It is very seldom that one person's thought can be faithfully delineated by another. The originator always sees some part as he did not intend it, and may thereby lose much of its beauty. Hence, the advantage of being able to use the pencil.

The principles, of which it is absolutely indispensable to know something, in order to draw, are these:

*First*—The ability to make straight and curved lines.

*Secondly*—To acquire a just idea of proportion, distance, etc.

*Thirdly*—A certain knowledge of linear perspective.

*Fourthly*—Some knowledge of the principles of light and shade (aerial perspective).

Composition and effect are only acquired by practice, depending upon refinement of taste and judgment, based upon certain rules.

There are, doubtless, many before me who have attained considerable proficiency in the art. To such I need not dwell upon the undoubted pleasure which they must have felt in having made a drawing, correct in all its details.

Apart from the utility of the study in the ordinary occupations of life; apart from its peculiar adaptability for the unoccupied to pass their time advantageously; let us consider its effect upon the mind, how suited to the refinement of feeling, the correction of erroneous impressions, and, in fact, it opens the great book of nature to a closer inspection, and gradually reveals beauties and wonders which, but for its aid, would have remained undiscovered. In traveling, how often do we see magnificent views, and how gratifying to be able to represent them satisfactorily, that, in after years, when looking over our folios, we may have those pleasant thoughts recalled which were experienced on beholding the same scenes in

nature. Many pleasant reminiscences are brought to mind by looking over old sketches; even those made in childhood, if kept, are a source of gratification.

How truly pleasant to be able when rambling amid the grand scenery of nature, lofty mountains, rugged rocks, and rushing streams, to take out a sketch-book, and by the power of our own hand, so imitate them as to be able to recall the great original views. There is not, in my opinion, a greater pleasure.

The First Book—Will contain elementary exercises, straight lines, curves, squares, triangles, circles, etc. with full directions printed at the head of each page.

Number Two—Will contain simple drawings, leaves, flowers, and a variety of familiar objects. These are given for two reasons; first, to put into practice what they acquire in the first book, and make them familiar with the best way of sketching any thing. The directions embrace all that a practiced Teacher could suggest.

Number Three—Contains the elements of perspective, illustrated by cubes, boxes, tables, houses, etc. and the pupil, by strictly following the directions, must learn how to do them.

I would here remark that it is intended that drawing should be taught by this system in the same manner as writing by the other, that is to say, the Teacher should illustrate it upon the black-board, which is a simple matter, so far at least as the explaining of directions to the pupils is concerned, as they are so explicit. I should not expect a grown person to ask any questions concerning them. As perspective is a very important matter, I will show the method I commence to teach it by. It is necessary, of course, to start at the very beginning and, at least, make them aware that there are such things to be regarded as the point of sight, vanishing points, and the horizontal line.

In drawing objects, the horizontal line should always be used. It is made by holding a pencil horizontally, on a level with the eye. The line formed by it will either be above, below, or crossing, the object; and as the rules employed in drawing are determined by the position of the eye, the pencil so held giving the elevation of the sight, partly decides how it is to be drawn. The next important thing to be settled is, whether the eye, being above, below, or on a level with, the object, is exactly in front, or on one side, of it; to decide which, we look straight before us, and if we see two sides of a cube, or box, the eye must be in front and on one side of it. If we see the top as well as two sides, the eye must be in front, above, and on one side, of it. Therefore, after making a line across the paper to represent the line which the pencil makes across an object, or landscape, a point is made upon it opposite the eye. If we see the top of the object, the drawing must be made below the line. If we see the top, front, and side, the point must be on one side of the object. This point is called the point of sight. It is always placed upon the horizontal line, immediately opposite the eye. The point of sight is most important; to it all lines (parallel to the horizontal line) which form the receding sides of an object, to be drawn by the rules of parallel perspective, must tend. The horizontal line is most important; all lines parallel to it, which are above, must come down to it; all those below, must go up to it. By merely knowing these facts many common errors would be avoided, for, if the lines above are drawn downward, whether to a correct point, or not, it is something gained. All lines which are parallel will have one common vanishing point, therefore, if the line forming the roof of a building goes to the point of sight, and there should be fifty boards parallel to it, each one would tend to the same spot. In order to draw an object by the rules of parallel perspective, a certain position with reference to it must be maintained. This position is suggested by the term parallel. It is necessary that the artist should be so placed as to be parallel to it. To illustrate this, place a table in such a position upon the floor that the two front legs shall touch the same seam between the boards. As boards in floors are parallel (generally), place yourself in front, or on one side, of it, having both feet upon the same division between the boards; this places the body parallel to the table, house, or any other object. As long as the parallelism is not destroyed, you can place yourself where you please,

and the receding sides of the object (rectangular), must tend to the point of sight. Angular perspective is more complicated and it is useless to explain it to young pupils. The vanishing points are made for them, and by assuming the position described and otherwise following the directions, the result must be that they do not only succeed in drawing the object correctly, but become interested in the study and are naturally desirous of knowing how to make the vanishing points themselves, which by investigation can soon be found out.

I have discovered, in teaching drawing, that great difficulty is always experienced by young pupils before understanding how curves should be represented which run around objects. In order to explain this, it is only necessary to raise a common wooden hoop. (And this further illustrates the necessity of understanding and making use of the horizontal line.) When a hoop is raised so as to be on a level, horizontally, with the eye, no part of the circle can be seen, and in such a position the way to draw it would be by horizontal lines inclosing the width, or thickness of the wood. Raise the hoop, and the circle is visible, in perspective. The furthest edge would be seen below the nearest one, and, consequently, being part of a circle, the nearer edge must curve upward. Raise it still more, and more of the circle is visible, consequently, the line to represent it must curve more, and so on until the hoop is entirely above the eye, when the whole circle is visible. We see then, by this, that curves running around objects cannot be represented parallel, but each one is more, or less, curved, according to its elevation above the eye, or horizontal line. If we lower the hoop, we then see the furthest side above the nearer one, consequently the nearer one curves under. The further we lower it the more the line curves, because we see more of the circle. Curves, then, upon the same object which are parallel to each other, must be represented three different ways, in drawing; if the horizontal line, or level of the eye, crosses that object, namely, the curve on a level, straight; those above it, curved upward; those below, curved under. This is easily illustrated by raising a tumbler. If it is above the eye, all the curves go one way; if below it, the reverse; if the horizontal line crosses it, the top edge curves one way, the bottom the other.

The same principles apply to circles seen perpendicularly. Take your position before a barrel, so that the eye will be directly over the center hoop. In order to draw it that hoop must be a perpendicular line; all hoops to the right, will curve to the right; and those to the left, to the left; those furthest from the eye will curve the most, because, if they were separated from the barrel, more of the circle would be seen. Remove to one side, or the other, of the object—if to the right, all the curves go one way, to the right; and if to the left, the reverse. This is what is called "Perspective of the Circle."

Book Number Four—Will contain instructions for shading, illustrated upon various objects presenting different surfaces. The use of shading is to develop the form. Light will be most perceptible upon projecting parts; and shadows will be more, or less, in hollows, according to their depth and inaccessibility to the light. According to the surface, so must shading be done with a pencil to represent it. I say *with a pencil* because shading with a pencil is done in lines, and lines indicate the kind of surface. It would be impossible, upon a flat surface, to make, with a point, such marks as could be made upon a ball, or other round object; and it would be equally impossible to make, upon a ball, the same lines, with a point, as those upon a flat surface; therefore, in shading a flat surface, such as a board, box, etc. no curved lines should be used, not even one mark should be made which could not be scratched upon the original. In shading a ball, each mark should be part of a circle, the same size as the circumference of the ball itself. As it is possible, upon such a surface, to make these curves in any direction, lines in the shadow can be crossed and recrossed, until the shade is dark enough. In shading a cylinder, or any object having such a shape, two kinds of lines can be used; the outline being perpendicular, perpendicular lines must be used to represent that surface—such a line could be scratched upon the object; the curved surface must



be represented by lines parallel to it; therefore, it is according to the outline what direction the lines, in the shading, must take. These principles are fully illustrated in the book, applying to mountains, water, trees, etc.; valuable hints will be printed upon the last page, concerning sketching from nature, composition, light, and shadow, representing distance, etc.

This system will be ready for use at the same time with that upon writing, and will be called "Burgess' System of Drawing."

At half past twelve o'clock, P. M. the Institute adjourned.

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#### STATE EDUCATIONAL CONVENTION.

The Convention met at half past two o'clock, P. M.

The minutes of the last meeting were read and approved.

Members present, who had not signed the roll, were requested to report themselves to the Secretary.

The following is a list of the appointments, made by the President, upon the various

#### Standing Committees.

##### READING, SPELLING, AND DEFINING.

GEORGE TAIT, San Francisco,      Mrs. MARY D. PAGE, Amador,  
D. K. SWIM, Calaveras.

##### WRITING AND DRAWING.

HUBERT BURGESS, San Francisco,      Mrs. C. H. COLE, El Dorado,  
SPARROW A. SMITH, Sacramento.

##### GRAMMAR AND COMPOSITION.

HENRY B. JANES, San Francisco,      M. I. RYAN, San Joaquin,  
Mrs. MARIA TOTHILL, Calaveras.

##### ARITHMETIC.

A. P. KNOWLES, Santa Cruz,      W. P. GIBBONS, Alameda,  
GEORGE H. PECK, San Francisco.

##### GEOGRAPHY AND HISTORY.

J. B. THOMAS, Butte,      J. D. LITTLEFIELD, Solano,  
Miss HANNAH MARKS, San Francisco.

##### NATURAL SCIENCES.

GEORGE W. MINNS, San Francisco,      M. A. LYNDE, El Dorado,  
FREEMAN GATES, Santa Clara.

##### MATHEMATICAL SCIENCES.

JOSEPH HOLDEN, Calaveras,      C. S. McARTHUR, Contra Costa,  
THOMAS S. MYRICK, San Francisco.

##### MORAL SCIENCE AND MUSIC.

E. H. HOLMES, San Francisco,      Miss LUCY A. M. GROVE, San Joaquin,  
Miss A. S. BARNARD, San Francisco.

CALISTHENICS, GYMNASTICS, AND OBJECT-TEACHING.

JOHN SWETT, San Francisco, N. H. GALUSHA, Sonoma,  
L. C. VAN ALLEN, San Joaquin.

SCHOOL ARCHITECTURE, FURNITURE, AND APPARATUS.

Dr. H. S. HERRICK, El Dorado, JAMES DENMAN, San Francisco,  
R. H. TIBBITTS, Sonoma.

AMENDMENTS TO SCHOOL LAW.

J. M. HAMILTON, Napa, SAMUEL PAGE, Amador,  
Dr. F. W. HATCH, Sacramento.

STATE NORMAL SCHOOL.

ELLIS H. HOLMES, GEORGE W. MINNS,  
HENRY B. JANES, San Francisco.

RULES FOR PERMANENT ORGANIZATION.

SAMUEL M. SHEARER, Monterey, J. BURNHAM, Nevada Territory,  
H. J. SPENCER, Yolo.

RECEPTION OF DELEGATES.

Dr. H. S. HERRICK, El Dorado, CHARLES H. PARKER, El Dorado,  
JAMES STRATTON, San Francisco.

**Reports of Standing Committees**

Were called for.

The attention of members was called to the lists of Text-Books, Trade Circulars, etc. sent in by several of the Booksellers of the city.

President Moulder read communications from Messrs Hodge & Wood, Carl & Flint, Bancroft & Co., J. J. Lecount, and Tyler Bros. inviting members of the Convention to examine their stock of school-books, apparatus, etc. and offering to furnish the Committees with any books they might need for examination.

The President explained the object of the formation of the Standing Committees, and described, in detail, the duties of the several Committees on Text-Books.

**Change in Standing Committees.**

D. C. Stone of Yuba was added to the Committee on Music and Moral Science.

Miss Hannah Marks was changed, at her request, from Committee on Geography and History to Committee on Reading, Spelling, and Defining, and Mr. Tait from the latter to the former committee.

Mr. McChesney of Butte was substituted for Mr. J. B. Thomas, in Committee on Geography and History; and Mr. Hurd of Amador on Committee on Arithmetic, in place of Mr. Swim.

Mr. H. A. Pierce was added to Committee on Reading; and Mr. J. W. Anderson to Committee on Writing, in place of Mr. Burgess, who declined.

On motion, the names of the Standing Committees were read, in order, whereupon each committee designated the time and place of holding its meetings.

There being no special, or unfinished, business before the Convention, the President declared motions and resolutions next in order.

#### **Resolutions.**

Mr. Janes offered the following :

*Resolved*, That the State Board of Education should consist of the State Superintendent of Public Instruction, with two qualified Public School Teachers—the latter to be chosen by the State Convention of Teachers and Trustees—and two citizens at large, to be chosen by the Legislature.

A spirited discussion ensued, on the reading of the above resolution, in which Messrs. Janes, Gibbons, Myers, Anderson, Woodbridge, and Pierce, participated.

Motions to amend by substituting "three Teachers," for "two citizens;" "two County Superintendents," for "two citizens;" and one to indefinitely postpone, were made and lost.

It was stated that the present State Board of Education consists of the Governor, Surveyor-General, and the State Superintendent of Public Instruction; and that the two first named officers were prevented, by other onerous duties, from giving sufficient attention to the educational interests of the State.

Mr. Janes' resolution was finally referred to Committee on Amendments to the School Law.

Dr. Gibbons of Alameda proposed the following :

*Resolved*, That the Committee on Amendments to the School Law be requested to frame an amendment by which the Trustees of every School District in the State shall be empowered to transfer to the State Reform School any pupils between the age of ten and eighteen years, whose morals may be so depraved as to render them unsuitable occupants of a Public School.

After considerable discussion on the part of Dr. Gibbons, Rev. Mr. Myers, and Mr. Anderson, this resolution was indefinitely postponed.

Superintendent Denman offered the following :

*Resolved*, That this Convention recommend that a general system of school registers and reports be adopted, for use in every school throughout the State.

A motion to amend by referring to a Special Committee of five, prevailed, and then the resolution was adopted as amended.

The Chair subsequently appointed the following

**Committee on Registry.**

JAMES DENMAN, San Francisco,      Mrs. MARY HATCH, Solano,  
O. J. MEAD, Yuba,                      B. M. HANCE, Colusa,  
JOHN GRAHAM, Tuolumne.

**Rule.**

A motion was made that no speaker be allowed to speak oftener than twice on any one subject under discussion, nor longer than five minutes at a time.

Several amendments were offered, but finally the motion was amended so as to read :

*Resolved*, That no speaker shall speak oftener than twice, on any one subject of debate, nor longer than ten minutes the first time, and five minutes the second time.

Adopted.

Dr. Hatch, of Sacramento, submitted the following :

*Resolved*, That the Committee on Amendments to the School Law be requested to recommend the limitation of pupils in the Public Schools to children between the ages of six and twenty-one years.

Referred to Committee on Amendments.

Superintendent Denman suggested the propriety of arranging topics for discussion at the next meeting of the Convention, and named :

Periodicals on Education.  
Schools and School Systems.  
Lessons on Objects and Real Life.

The hour being late, no action was taken on the suggestions.

President Moulder requested the County Superintendents to convene after adjournment, for the purpose of arranging a "Social Reunion" for to-morrow evening; he also announced the programme of instruction for the next session of the Institute.

A motion was made that when the Convention adjourn it re-assemble to-morrow at two, P. M. and that the first hour of the session be devoted to the discussion of "The Best Practical Modes of Teaching."

On motion of Mr. Lynde, of El Dorado, it was amended by adding "The Best Method of securing the Attention of Pupils during Recitation."

The motion, as amended, was adopted.

The Convention then adjourned.

## THIRD DAY.

## STATE INSTITUTE.

WEDNESDAY, May 29, 1861.

The President called to order at ten o'clock, and introduced the Instructor of the day, Mr. John Swett, who proceeded to illustrate, by classes taken from the body of the Convention, "Object-Teaching," and afterwards, by classes of the pupils of his school, "Gymnastics and Calisthenics."

As his instructions were delivered without notes, but a brief sketch of his remarks and exercises can be given.

## Object-Teaching, Calisthenics, and Gymnastics.

Mr. Swett said :

The first part of my subject, Object-Teaching, might with equal propriety be termed "a common knowledge of common things," and hence I shall proceed to treat it in a very common, plain, and practical, manner.

You will imagine yourselves transformed into a monster class of all ages and capacities, from Primary to Grammar School pupils, and with yourselves rests the responsibility of making the exercise an interesting one.

I need only allude to the importance of object lessons in school. They are really the *foundation* lessons of knowledge.

The intellectual faculties may be divided into three classes—the perceptive, the reflective, and the expressive.

The perceptive faculties first come into play in childhood. By their action in sensation, perception, attention, and observation, the child acquires its first knowledge of surrounding objects. Impelled by curiosity he never tires in exploring the material world. Knowledge is what we have experienced in our own intellect, by means of our own observation.

Later in life the reflective faculties are called into exercise, making use of the facts learned by the exercise of the perceptive. The question, then, is not "*What is this ?*" but "*How is this ?*" Hence, the importance of teaching children facts of the material world as a foundation for higher education.

To illustrate my meaning by a familiar example : Suppose a boy born blind, who has learned to read, should attempt the study of Geography, and learn all the definitions of mountains, seas, rivers, islands, etc. what real knowledge of Geography could he possibly have ? Having never seen *one* mountain, how could he form a conception of others from a description ?

Yet how often in school do we keep children blind to all *actual* knowledge of *things*, and attempt to teach them abstractions. How little do we teach them about what they eat, or wear ; about the habits of the horse, dog, cow, and the animals, or birds, by which they are surrounded ; how little, in a word, of the material world do we explore for them.

The purpose of Object-Teaching is to store the mind with actual knowledge derived from personal observation. Without any further remarks, I shall proceed to illustrate by a few very elementary object lessons.

## ABSTRACT OF AN OBJECT LESSON.

The first object to which I call your attention is an apple. I place it on the table before me. What properties, or qualities, of the apple can you discover by looking *at it ?*

*Answer.*—It is round.

*Ques.*—Will some one name another word to express the same shape ?

*Ans.*—Spherical ; globular.

*Ques.*—Any other properties ?

*Ans.*—It is green, smooth.

*Ques.*—Can you tell certainly that it is smooth without touching it ?

*Ans.*—We cannot.

*Ques.*—I take the apple in my hand. What more have I learned about it ?

*Ans.*—It is smooth, hard, soft, solid, heavy, light.

*Ques.*—Some one says heavy, and another light. Which shall I say ?

*Ans.*—Class answer light.

*Ques.*—I now smell the apple. What other property have I discovered ?

*Ans.*—That it has a smell, or odor.

*Ques.*—How shall I say it smells ?

*Ans.*—It has a pleasant smell.

*Ques.*—I taste it. What have I found out now ?

*Ans.*—It is sweet, sour, or bitter.

*Ques.*—I hold up the apple before my eyes. Can I see through it ?

*Ans.*—No.

*Ques.*—What property, that none of you named, has the apple, then ?

*Ans.*—Opaque.

*Ques.*—What name is given to the outside of the apple ?

*Ans.*—The skin.

*Ques.*—Any other ?

*Ans.*—Rind ; peel.

*Ques.*—What is the little cup opposite the stem called ?

*Ans.*—(After some hesitation) calyx.

*Ques.*—What is the apple good for ?

*Ans.*—To eat.

*Ques.*—Right ; but name some of the particular uses of the apple.

*Ans.*—Cider, pies, apple-dumplings, sauce, puddings, etc.

*Ques.*—Does any one think of any other use of the apple ?

*Ans.*—(After a variety of answers) To produce seed.

*Ques.*—Correct ; that is one of its principal uses. I will cut it open. How many seeds do you suppose I have found ?

*Ans.*—Six, ten, twelve.

*Ques.*—Do all apples have the same number of seeds ?

*Ans.*—Yes ; no.

*Ques.*—In what country does the apple-tree grow ?

*Ans.*—In the United States, England, Germany, France.

*Ques.*—Any other countries ?

*Ans.*—China.

*Ques.*—Any other ?

*Ans.*—In most countries in the Temperate Zones.

*Ques.*—Does it grow in the Torrid Zones ?

*Ans.*—Yes ; no.

*Ques.*—Has any one ever seen an apple growing in the Torrid Zone ?

*Ans.*—(One hand raised, but the place not understood.)

*Ques.*—Does it grow in the Arctic Zone ?

*Ans.*—Yes, the crab-apple does.

*Ques.*—Will any one describe an apple tree ?

*Ans.*—(No answer.)

*Ques.*—How high does it grow ?

*Ans.*—Twenty feet ; ten feet ; fifty feet.

*Ques.*—How does it differ from a pine tree ?

*Ans.*—Its leaves are different.

*Ques.*—How?

*Ans.*—The leaves of the pine are long and slender, like needles; those of the apple flat and broad.

*Ques.*—How do their branches differ?

*Ans.*—The branches of the pine grow straight from the trunk, while those of the apple are bent upward.

The lesson concluded by cutting the apple into halves, fourths, eighths; and by various combinations of the parts, giving a visible, tangible, illustration of Addition and Subtraction of Fractions.

Glass, iron, and coal, were successively taken up as topics, and the Teachers, by the correctness of their answers, showed themselves fully competent to manage lessons running into the higher departments of scientific knowledge.

#### Gymnastics and Calisthenics.

Mr. Swett introduced a class of six, or eight, boys belonging to the Gymnastic Class of his school. He had expected larger numbers, but the Dashaway Pic-Nic and two Sunday School Excursions had proved stronger attractions to the girls and boys than Calisthenics and Gymnastics. The piano, too, was missing and the fiddler hadn't come; however, he would do the best he could to illustrate some of the school-room exercises.

The class first went through a double and single dumb-bell exercise, then the free-arm movements, next an exercise with the calisthenic rods, and, lastly, the Indian club exercise.

So much time was occupied in these exercises that none remained for remarks, and Mr. Swett has furnished the following article, for publication, as embodying some of the thoughts that might have been presented, had time allowed:

#### ARTICLE ON CALISTHENICS AND GYMNASICS.

The importance of systematic physical training in the Public School is beginning to be recognized in the United States. Yale College has the finest Gymnasium in the country. A Teacher of Calisthenics and Gymnastics is employed in the Boston schools, and Cincinnati has made a move in the right direction. San Francisco, representing the extreme point of public education in the west, was one of the first to introduce such exercises as a part of school discipline.

Of late, physical education has been made somewhat of a "hobby," and, therefore, I feel like treating the subject in the plainest possible manner.

Gymnastics is only a form of *play*. Playfulness with children is as much an *instinct* as with lambs, or kittens. It has long seemed to me that a great defect of our schools has been the failure to recognize the laws of animal life. It is a mistaken notion that the chief end of children is to go to school. "Reading, writing, and cyphering," the golden rules of the old Yankee red school-house, constitute the smallest part of an education.

Education is *development*. The harmonious culture of all the faculties of the mind and the training of the body to its greatest strength and highest beauty. *Why, then, should not muscular training form a part of education quite as much*

as mental culture? Is not mental power closely allied to physical, and a sound mind dependent on a strong body? But some say, "leave children to follow their own inclination in plays and sports; it is not natural for boys to climb the ropes and ladders of a Gymnasium, to swing clubs, lift dumb-bells, and revolve on bars; any attempt at systematic drill will prove irksome." Then why not leave the mind to its natural untrained action? The brain is as active as the body; why not leave both alike to the ill-regulated laws of impulse?

But in mental culture we recognize the great law of nature, that no perfection is attained without repeated and systematic effort. Leave the mind to its own aimless action, and its energies run to waste.

The same law applies to physical culture. The graduates of a Military School can be singled out of a crowd by their straight forms, erect gait, quickness and grace of movement. On a small scale why cannot the Elementary Schools reach the same results?

Any business man knows that power of endurance is quite as essential to success as quickness in mathematics, or skill in the use of language. Most of the boys educated in the Public School grow up business men, or working men. A sound body is the only capital they have to start with in life. Muscular strength to them is food and clothing. Sound health is a necessary condition of all permanent success.

The truth is, mental and physical power go hand in hand. The brain which has the strongest body will do the most work. The strong boys, in the long run come out ahead. The strong, the active, the energetic, boys, are the real kings of school, whether at the head, or foot, of the arithmetic class.

Give the boy, then, the exercise his nature craves, the systematic diet which will make him a living boy and a manly man. "But," many will say, "all this is very fine, theoretically, yet it is utterly impossible to carry it out in school. We have no money to buy apparatus. The public regard such things as innovations. We have no time to spare, and cannot do it."

Let us consider. The writer has been connected with a large Public School of five hundred children, for the last seven years. During five years of that time, Gymnastic and Calisthenic training have been as much a part of the daily routine as spelling and reading.

In 1856, when it was first introduced, it was laughed at as foolish, sneered at as visionary, frowned upon by those who ought to have encouraged it. But patient, dogged, perseverance, and persistent effort, overcame the obstacles, and the experiment was successful beyond all expectation.

Awkward, clumsy, lubberly, boys, have entered the gymnastic class, the laughing-stock of the old hands, and left it at the end of the year twice as strong as when they entered it, and with all their strength at perfect command.

Pale, weakly-looking, boys, who at first only *moped* around and looked on, became infected with the spirit, took hold in earnest, until the narrow chest expanded, the round shoulders were thrown back, and the soft, flabby, arm became like knotted whip-cords.

A few fitful feats of exercise did not work all this change, but daily, regular, thorough, judicious, *drill*. The Teacher himself must infuse life into the class. *Come*, and not *go*, is the word of command.

As well put books into the hands of children and tell them to teach themselves, or arms into the hands of raw recruits and tell them to perfect themselves in military tactics without a Teacher, as send a class of boys into a Gymnasium and expect them to practice without a Teacher.

In pleasant weather the writer has been accustomed to exercise with the boys in the yard from half-past nine to ten o'clock, to give the girls a calisthenic lesson of fifteen minutes, at noon, and the boys a dumb-bell, or free-arm, movement, at the two o'clock recess. This is too little time, yet, in a year, it gives no little training.

What exercises are best adapted to a Public School?



For school-room exercise, dumb-bells are invaluable. Light ones, weighing from eight to twelve pounds a pair are preferable to heavier weights, as they can be used in keeping time to the music of a piano. Only the strong boys should use heavy weights. Almost any school can purchase a set of dumb-bells costing only eight cents a pound, and any Teacher can learn to use them in a few days.

The free-arm movements are almost as beneficial as the dumb-bell exercises, and are perhaps better for girls, and they require no apparatus except quick arms and watchful eyes.

The calisthenic rods, for girls, are excellent, pulling the shoulders back in place, expanding the chest, and giving command of the arm, wrist, and fingers.

For out-of-door exercise, the horizontal bar is the favorite of the boys, and perhaps the best of all. It calls into exercise all the muscles of the frame, and is not violent. The rings are too difficult for most boys. Clubs are next in excellence to dumb-bells as arm and chest exercises.

Leaping is a pleasant amusement, and requires only two sticks and a string. Foot-ball is a rough-and-tumble game, but, for a crowd of school-boys, it has the charm of intense excitement. "Base-ball," is a fine old game, and ought not to be forgotten.

Teachers must study variety in all these games and exercises, for boys are fond of novelty. It requires more skill, tact, and judgment, than the routine of textbooks. Any Teacher who thoroughly understands boy nature, may join freely in their sports. But if he cannot beat them at their own games, or is a bungler, let him by all means keep clear of the play-ground.

An owl should not mingle with swallows and singing-birds, they have nothing in common. But a Teacher needs cheerful invigorating exercises, even more than his pupils. For his own sake he will give the physical nature of children its due, even if "examinations" are less brilliant and children less precocious.

The indirect lessons of the play-ground are often the most important ever given by the Teacher.

At half-past twelve, M. the Institute adjourned.

#### STATE EDUCATIONAL CONVENTION.

The Convention was called to order at a quarter past two, P. M.  
President Moulder in the chair.

The minutes of the last meeting were read and approved.

#### Communications.

##### INVITATION TO VISIT THE MERCANTILE LIBRARY.

The following letter was read :

SAN FRANCISCO, May 29, 1861.

A. J. MOULDER, Esq.

President of State Teachers' Institute :

DEAR SIR :—By a resolution of the Board of Directors of the Mercantile Library Association of this city, passed May 28, 1861, I am instructed to offer to the members of the body over which you preside, an invitation to visit the Rooms of the Association.

Permit me, in thus communicating to you the resolution in question, to express the hope, that the Delegates to the Convention will find it agreeable to avail themselves of the privileges hereby extended.

The society I represent has for its object a mission of usefulness. Be pleased, then, to receive the invitation tendered you, not only as an act of comity to a co-

Missionary, but also in recognition of the powerful aid given by the Teachers' Institute to the cause of Education.

I am, very respectfully, your obedient servant,

ROBERT C. ROGERS,  
Corresponding Secretary M. L. A.

#### **The Objects of the Meeting.**

The President made a few remarks reminding members that the object of their convocation was not to make, or hear, buncombe speeches, but to discuss methods of teaching, and to relate each other's experiences, so that all present, after leaving, might be benefited in their school-rooms.

These remarks were received with applause.

#### **New Members.**

The rules were suspended, to allow new Delegates to register their names.

#### **Best Methods of Teaching.**

Discussion on best methods of teaching was then declared in order.

Considerable hesitancy being manifested on the part of members to enter into debate, it was moved that the roll be called, and each one in turn relate his, or her, experience.

The Chair, on a vote being taken, decided the motion as carried, but a division being demanded, the count showed that the motion was lost.

Mr. Woodbridge then entertained the Convention with his views of the system of education in vogue, in which he spoke of the evil of endeavoring to force children to aid Teachers in their labors by exciting their imagination. Mr. W. spoke understandingly on the subject, and was frequently applauded. He was very particular in his illustrations, and his remarks on the necessity of Teachers instructing themselves as well as their pupils, and in regard to the obligations of Teachers to decrease rather than increase children's studies, were well worthy of consideration.

Mr. Collins, of San Joaquin, followed in a very practical speech in which he gave his own experience as a Teacher, which was not alone interesting, but instructive.

Mr. John Graham illustrated, by means of the black-board, his system of teaching mental arithmetic, and also gave some mental exercises.

Mrs. Tothill succeeded with some highly interesting remarks, which were listened to with marked attention.

**Next Subject.**

A motion was made that one hour of the next session be devoted to the subject of "Discipline in Schools."

A motion to amend by substituting that "one hour be spent in discussing such topics as may be suggested by the names of the several standing committees," was lost, and the original motion was laid on the table.

**Reports of Standing Committees.**

## NATURAL SCIENCES.

Mr. Minns, Chairman of the Committee on Natural Sciences, read the following report :

The Committee on Natural Sciences have had under consideration various text-books upon that subject. They have endeavored to select works adapted to popular instruction in schools, distinguished for simplicity of language, for methodical arrangement, for the value of the truths selected, and for comprehensiveness ; works which, without containing too many of the details of science, present that which every well-informed person ought to know. At the same time, they consider it important that the text-books adopted should be compendious, so that they can be finished within the time allowed. Every work selected is the production of an author eminent for his attainments in the particular department upon which he has written.

*For the Primary and Intermediate Departments*—The Child's Book of Common Things, and the Child's Book of Nature, both by Worthington Hooker.

*For the Grammar Department*—Hooker's First Book in Physiology ; Rudiments of Natural Philosophy and Astronomy, by Denison Olmstead ; or, Natural Philosophy, by G. P. Quackenbos, if a more extended work is desired. How Plants Grow, by Asa Gray ; Hooker's Natural History, to be used as a general exercise.

*For a High School*—Quackenbos' Natural Philosophy ; Gray's How Plants Grow ; Chemistry, by John A. Porter, with Edward L. Youman's Atlas and Chart of Chemistry, by means of which the Teacher can illustrate to the eye the principles of chemical combination ; Elements of Astronomy, by John Brocklesby ; or, Olmstead's School Astronomy ; Human Physiology for Colleges and Higher Classes in Schools, by Worthington Hooker ; Mineralogy, (small edition,) by James D. Dana ; Professor Hitchcock's Geology.

All of which is respectfully submitted.

GEORGE W. MINNS,  
M. A. LYNDE,  
FREEMAN GATES,  
Committee.

Mr. Minns accompanied his report with comments on the character and learning of the authors named therein, making some criticisms on the merits of the works. The report was accepted, and the subject-matter thereof was postponed from day to day until disposed of. The other committees, on call, reported progress and asked further time.

**State Normal School.**

The Chairman of the Committee on State Normal School stated

that the establishment of a State Normal School depended on the necessities of the State, and requested members to hand in lists of names of such residents of their counties as desired to devote themselves to the Profession of Teaching.

#### **Visit to High School.**

Mr. Denman invited the committee to visit the High School and examine furniture, and also offered the use of his office to members for purposes of meetings.

#### **Organization of Schools.**

Mr. Cooper offered the following resolution :

*Resolved*, That the Legislature be requested to empower the Board of Education to appoint agents, at the expense of the State, to address the people in the various parts of the State, in behalf of Public Schools, and to assist in their organization and the establishment in such districts as are destitute of schools, and where the number of children renders them necessary.

Referred to Committee on Amendments to School Law.

#### **Subdivision of Districts.**

Mr. Haskins offered the following :

*Resolved*, That the Committee upon Amendments to the School Law recommend that the law be so amended as to provide, in case a district is subdivided in the interval between one apportionment and another, that the fund to its credit be distributed among the new districts, in proportion to the number of children between four and eighteen years of age, residing in each.

Referred to same committee.

The Convention then adjourned.

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## **FOURTH DAY.**

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### **STATE INSTITUTE.**

THURSDAY, May 30, 1861.

The President called to order at ten o'clock, and introduced the Instructor of the day, Mr. James Denman, who proceeded to deliver the following

#### **Address upon School Discipline.**

MR. PRESIDENT, LADIES, AND GENTLEMEN :

The difficult task has devolved upon me to introduce the discussion of school discipline. It is a subject which has long occupied the attention of the most able scholars and Teachers of every country.

Of its importance, in connection with the true progress of intellectual development, I need not dwell before this audience of intelligent and practical Teachers.

As "order is Heaven's first law," it can hardly be less essential in the government of youth than the angels of heaven. The subject of discipline is so immediately blended with every kind of instruction, that I hardly know how to treat of it, as a separate and independent department, for he, who holds clear views as to instruction, does the same as to discipline. "Subjects of instruction are according to the ancient but oft-forgotten opinion, disciplines."

Discipline is not the art of rewarding and punishing, of making pupils speak and be silent. It is rather the art of preparing them for usefulness here and happiness hereafter. Teaching is something more than merely communicating knowledge; it is to stimulate, develop, and lead into a condition of independent activity, all the powers of the intellectual faculties.

The Educator of the present day does nothing except to teach from one day's end to the other; he is entirely a Teacher, and should, therefore, with propriety be called by no other name. The ancient "Schoolmaster" has now-a-days advanced to the grade of "Teacher." As Teacher, "he calls into activity the observation, industry, love of learning, capacity for it, power of language, self-help, and self-control, of his pupils; all his faculties, not merely those of acquiring knowledge, but the feelings and the character; that is, he *directs, corrects, and disciplines*, him outwardly and inwardly."

In the well-regulated school-room, order, propriety, morality, good manners, obedience, regularity in coming and going, standing and sitting, are observed; while, at the same time, the pupil learns to love his occupation, his Teacher, and the school.

Having thus presented school discipline as the true, educating, principle of the school-room, I shall next consider a few of the requisites for good government. To enter into detail would be impossible, as the subject is inexhaustible. I will, therefore, refer to but few.

First in importance is *self-control*. It is an old and true maxim that "no man can control others until he has learned to govern himself." Every Teacher, before entering upon the duties of his profession, should endeavor to obtain perfect control over his own passion, for, in the school-room, his patience will often be put to the severest test. His pupils may be guilty of the most provoking indulgence and strongly excite his indignant feelings, yet he should preserve a calm and decided manner, and let the deserved punishment be inflicted more in sorrow than in anger. Let him not forget, amid all the trials and temptations of the school-room, that "he who ruleth his own spirit is greater than he who ruleth a city." He should, therefore, carefully study his temperament and character, and fully satisfy himself that he can exercise a proper self-government, for it is unwise and unsafe to intrust the discipline of children to those who have no ascendancy over their own passions.

"Our temper acts so suddenly that deliberation has no time to dictate its behavior; it lets the hidden man out and pulls off his mask. It is doing its brisk publishing business in every school-room. No day suspends its infallible bulletins, issued through all manner of impulsive movements and decisions. Our pupils read them, for there is no cheating those penetrating eyes. Every Teacher moves through his school and conducts his exercise a perpetual and visible representation to all under him of some sort of temper. When least he thinks of it, the influence keeps going out. The sharpest self-inspection will scarcely inform him, moment by moment what it is; but his whole guide as a companion to the young is determined by it; his whole work is colored by it. Penalties imposed in passion are proverbially the seeds of fresh rebellion. Whatever temper you have suffered to grow up in the gradual habit of years, that will get a daily revelation over your desks as visible as any map on the walls."

*Decision and firmness* should also constitute an important element in the character of every Teacher.

*In the administration of justice* there should be no hesitation, or trepidation, or

want of decision of character, manifested in the Teacher. He should possess firmness and determination to enforce a righteous decision, and a willingness to assume responsibilities as soon as they are made plain. His purposes should be well formed, and then executed with that confidence which the cause of truth and the right alone can inspire.

There should, however, be no affected confidence, nor overweening assurance, which is too often characteristic of the Schoolmaster. All his acts should be tempered with becoming modesty and humility. This will inspire confidence in the hearts of his pupils, and strengthen that bond of union so necessary between the governor and the governed.

In this connection, I desire to impress upon every Teacher the necessity of increasing vigilance to enforce discipline according to the strict rules of *justice* and *impartiality*. The reputation of strict fairness and unconditional impartiality is the first fundamental requisite of efficient school discipline.

Curtman gives as the principal requisites of a Teacher as a disciplinarian, "Watchfulness, love of order, consistency, and *fairness*." "Government is not tyranny, exercised to please the caprice of the one who governs." It is only the despot who commands for the sake of being obeyed.

All school punishments should be to improve the child. Theories of retaliation are quite as inadvisable as that of retribution to an offended Deity. Some mistaken Teachers enforce severe discipline, under the erroneous assumption that God's majesty is offended by every wrong action. No such views ought to be expressed even in a penal code. Man has no voice in that decision, nor consequently should he have in inflicting punishment for it. This same class of Teachers, by reason of the same doctrine, see faults and sins where others do not. They are like the ghost-seers—"He who believes he sees them, does see them." Some even carry this theory so far, that they look upon children as reprobates and criminals. And yet this is seldom a correct opinion even of such adults as are punished for crimes.

The more we examine men and their errors, the more occasion we shall find to treat them not as hardened devils, but rather as poor tempted creatures. If this be true of those who have arrived at the age of reason and judgment, how much greater the necessity of exercising the true spirit of Christian charity and justice in the government and discipline of the youthful mind and heart.

"Justice and mercy are the two chief attributes of Deity, and they are the highest manifestations of humanity." To combine them in full proportion, to know when to be firm and when to yield, to carry the conscience, the judgment, and the feelings, of the pupil with you, so that your acts shall be at all times but the voice indeed of their own deepest unuttered thoughts, should constitute the high endeavor of every true Educator, and to accomplish which every resource of his whole nature should be brought into full and complete employ.

Avoid *governing too much*. The old proverbs, "Much speaking is a weariness to the flesh," and "Many laws many transgressors," are particularly applicable to the school-room. As I have before suggested, government is a means, not the end, of school-keeping. "The real object to be accomplished in school, is to assist the pupil to acquire knowledge, to educate the mind and heart. To effect this, good order is necessary. But when order is made to take the place of industry, and discipline the place of instruction, when the time of both Teacher and pupil is mostly spent in watching each other, very little good can be accomplished."

In maintaining discipline, it is not necessary to be severe. The Teacher adds no weight to his authority by being armed with the "ruler" and the "birch." He effects nothing but confusion and weakness by continued scolding and harsh threats. If the Instructor would govern well, he should never be noisy or boisterous himself. A spirit of perfect self-control, kindness, and determination, in the Teacher is the surest passport to the confidence and willing submission of youth.

In governing his school, he should also be very sparing of his voice. There are certain *looks* which are far more powerful in silencing the noise and confusion of

the school-room than the most severe language of reproof. Order obtained at the expense of great noise and much talking, is generally of short duration. That government is the most effective which secures good order and discipline at the least expense of force and effort. Teachers always govern best when they seem to be governing the least.

The following, from Barnard's American Journal of Education, forcibly describes the Teacher who governs only by force and effort :

"He is the incarnation of painful and laborious striving. He is a conscious perturbation, a principle paroxysm, an embodied flutterer, a mortal stir, an honest human hurly-burly. He tries so hard, that by one of the common perversions of human nature, his pupils appear to have made up their minds to see to it that he shall try harder yet, and not succeed after all. His expostulations roll over the boy's consciences like obliquely shot bullets over the ice, and his gestures illustrate nothing but personal impotency and despair."

*Make but few rules and regulations.*

There is no general receipt-book for the thousands of cases which may arise in the discipline of the school. That Instructor who attempts to make a specific rule, or law, for every particular offense, will find difficulties at every step. Children will be confused by the conflicting demands of a long code of requirements and prohibitions, and in endeavoring to avoid Scylla, will be likely to fall into Charybdis.

The same laws of discipline will no more prove of equal effect in every different case than similarity of treatment in disease will produce uniformity of results. No one thing is suited to all. "What one man plies with success will fail in another."

The golden rule of duty, "do unto others as you would that they should do unto you," should be the great governing rule of the school-room. The direction "do right," is complete and comprehensive. There is in every child a desire to *do right*, upon which the Teacher may rely when guided by the rules of duty and justice. But when governed only by written laws and regulations, children soon cease to act from the dictates of their conscience. Their moral sense soon becomes so blunted, that they learn to act only upon the principle that what is not strictly forbidden is right, and as no Teacher was ever yet so wise as to make a law for every case, the consequence is, he is continually annoyed with unforeseen difficulties and evasions.

For similar reasons, the Teacher should guard against the too common practice of *threatening*. "Oft repeated and continual scolding in a family, or school, only tend to make *bad* children *worse*, and *good* ones *indifferent*." Threatening is generally the language of impatience, which is usually resorted to as a means of frightening children into obedience, and like the barking of a dog who has no intention of biting, it is generally made without any design of execution.

Parents and Teachers should exercise more care and *say* only what they *mean*, and *mean* just what they *say*. If they would manifest a firm, decided, and unyielding, though kind, determination to have every duty strictly regarded, and all just requirements strictly obeyed, it would seldom be necessary to use threats, or exercise power, to an unpleasant extent. As the poet has well said—

"Be obeyed when thou commandest,  
But command not often;  
Let thy carriage be the gentleness of love,  
Not the stern front of tyranny."

But it may be asked, if there are no fixed laws for the discipline of the school, the same as in the government of nations, how is good order to be secured? I would answer, various means must be used. Individual character must be studied, circumstances investigated, and all the ingenuity and tact of the Teacher exercised. Those apt movements, happy hits, and quick inventions, which characterize *real tact*, are far more powerful to preserve order in the school than the bludgeon.

"Far-sighted plans, quick movements, and clear instructions, with strong executive energy, are as valuable qualities in the school-room as upon the battle-field."

There should be no *facoritism*, or *privileged aristocracy*, in the school-room. Teach-

ers, especially of mixed schools in the country, are in the habit of extending favors and privileges to the larger scholars, which they deny the smaller ones. It is cowardly to punish the younger children to frighten older ones into obedience. It is far more manly and politic to make an example of the largest scholars, as the smaller ones will seldom resist authority which is established over those above them. Then, let all our intercourse with children be marked with fairness, disinterestedness, and an earnest devotion to justice, and a fervent desire to equally promote the welfare and happiness of all under our charge, irrespective of personal feelings and prejudices. The Teacher should also be *uniform and cheerful* in his government, that is, the same each day.

Some who have no self-control over themselves, govern entirely according to the caprice of their own feelings. Children quickly learn to read in their Teacher's countenance as he enters the school-room their fate for the day. In the language of Goldsmith,

"Well do the boding tremblers learn to trace,  
The day's disaster in his morning's face."

If, to-day he is in good health and fine spirits, he allows his scholars freedom and privileges, which he denies them to-morrow when suffering under irritation, or depression of spirits, caused by dyspepsia, or want of exercise, he cannot long expect to retain their confidence, or willing submission. Let no Teacher, therefore, be deceived that his irregularities and faults will pass without inflicting an evil which will have a lasting and unhappy influence.

Full *active and profitable employment* is also an important means of securing good government. The old proverbs that, "Idleness is the mother of mischief," and that

"Satan finds some mischief still,  
For idle hands to do,"—

are living truths particularly applicable to the school-room.

Activity—constant, true, mental, and moral, activity—is one of the great primary laws of the child's nature, and it is the Teacher's avocation to give the right direction to his activity of thoughts and feelings.

In order to accomplish this difficult task, he should be supplied with all the modern improvements in text-books and school apparatus, to render instruction pleasing and attractive, instead of a task which the young tyro dreads with fear and displeasure.

Our Primary Schools, especially, should be so many cabinets of nature and art. Every inch of wall not indispensably required for blackboard exercises, should be secured for educational purposes by specimens of plants, minerals, shells, birds, and whatever else can be appropriately placed before the eye. Children should be instructed that—

"Their Teachers are the rocks and rills,  
The clouds that cap the far-off hills,  
The flowers, the sturdy forest trees,  
Each blade of grass, each whispering breeze."

*Interest in study* is the first thing which every Teacher should endeavor to excite and keep alive. There are scarcely any circumstances in which a want of good order and intellectual discipline does not proceed from a want of interest in the studies and exercises.

"I would," says Pestalozzi, "go so far as to lay it down as a rule, that whenever children are inattentive and noisy, and apparently take no interest in schools, or study, the Teacher should always look to himself for the reason."

When a child is doomed to listen to lengthy explanations, or to go through with exercises which have nothing in themselves to relieve and attract the mind, there is a tax upon the spirits which the Teacher should make it a point to abstain from imposing. And, when to all this, the fear of punishment is added, besides the tedium which in itself is punishment enough, it becomes absolute cruelty.



In order to secure the proper interest and attention in school, a *plan of each day's study and instruction* should be carefully prepared and placed before the scholars, so that each moment of their time during school hours shall be actively engaged in some interesting and useful employment.

"A time and place for everthing, and everything in time and place," should be inscribed on every banner of knowledge, and indelibly engraved upon the character of every Teacher and pupil. Wisdom in planning, and skill in performing, are two of the great elements of success in any undertaking, and particularly so in the school-room. Let, then, every Teacher before opening school, arrange some general design of what he intends to accomplish, the studies which can be most profitably pursued, and the best time of day to be devoted to each. He will thus insure the interest and attention of his pupils, who will soon learn to study, and with pleasure. Where this is the case, there will be but few improprieties, or disorder; where it is not the case, he will constantly be obliged to make rules, and inflict punishments, without the desired results.

Music in school will, also, have a happy influence in promoting *cheerfulness and good order*. When scholars become dull, restive, and noisy, nothing will so readily restore cheerfulness and attention as a few moments devoted to singing some familiar and enlivening song. If,

"Music has charms to soothe the savage breast,"

certainly its salutary and subduing influence over the feelings and passions of the youthful heart in civilized society cannot be less beneficent and effective.

"The Germans have a proverb," says Bishop Potter, "which has come down from Luther, 'That where music is not, the devil enters.' As David took his harp when he would cause the evil spirit to depart from Saul, so the Germans employ it to expel the obduracy from the hearts of the depraved. In their schools for the reformation of juvenile offenders, (and the same remark may be applied to those of our own country), music has been found one of the most efficient means of inducing docility among the stubborn and vicious." It will serve as a pleasant recreation to cheer and gladden the heart when wearied and vexed with the toils and perplexities of the day, and thus act as a safety-valve through which may escape the pent-up noise and feelings of mischievous activity, which would otherwise develop itself in confusion and disorder. I would, therefore, earnestly recommend the introduction of music, if for no other reason than its instrumentality in promoting good order, and adding to the happiness of the pupils.

The *love of approbation* for the regard and good opinion of their friends and associates, is another powerful means of securing the attachment and submission of youth. The love of approbation is universal in the character of every individual, and must, therefore, have been implanted in the human breast for some good purpose. It shows itself in early childhood, and affords the parent an easy means of influence and control. If properly directed, it is a powerful motive to stimulate youth onward in the path of duty and noble action.

Unlike the emulation and rivalry consequent upon a contest for valuable gifts and beautiful prizes, which often call forth the baser feelings and passions of human nature, the love of approbation, if rightly cultured, strives rather to gain by noble endeavor the favor and esteem of the *wise and good*, and the approval of *parents, Teachers, and friends*. Let, then, every Teacher strive to cultivate this beneficent faculty, so that the pupils under his charge will be inspired with a higher love for knowledge, and a more sacred regard for the obligations which they owe to themselves and to their fellow-beings.

In school the love of approbation should be directed, first to the parent, and next to the Teacher and their friends and associates. In order that it may be directed to the parent, the Teacher must either send some written report of the standing and deportment of his pupils, or make frequent visits in his district, and frankly consult with parents in regard to the progress and prosperity of their children.

Much of the insubordination in the school-room arises from a misunderstanding on the part of parents, who, too often, express in the presence of their children their prejudices against the Teacher, in the severest language of reproof and condemnation. Pupils seldom render willing submission and respect to their instructor when his acts are disapproved, or criticised, by parents. Frequent visits made in the *true spirit* of the Teacher will do much towards softening the feelings and removing prejudices. He will thus insure the co-operation of parental authority, which will be a powerful influence in securing obedience and good order in school. In order that written reports may have a proper and lasting benefit, they should be made with great care and accuracy. They should not only contain a record of all the real merits obtained in recitation and deportment, but as nearly as possible an exact report of the efforts, each pupil has exerted to improve in discipline and study.

Teachers are seldom fully aware of the powerful influence which the slightest censure, or approbation, has upon the youthful mind for good, or evil.

The following experience of Mr. Sweetser is worthy of the careful consideration of every Educator: "We met," he says, "a few days ago with a young lady, a former pupil of ours, who is now a successful Teacher of a Grammar School. For a year, or two, she caused a great deal of trouble by neglecting her studies, and otherwise abusing her privileges. At last a sudden change took place in her conduct, and from one of the most troublesome scholars she became one of the best. 'I remember what first induced me to alter my course. *You praised me.* I found I had met your approbation, and I determined to deserve it.'" This is the unwritten experience of many scholars who have first been awakened to a sense of duty by the encouraging words and kind approbation of a faithful Teacher. Be careful of the *first impressions you make*.

Youth study character with great speed and accuracy. Full of expectation and curiosity they watch every action and look, and listen to every word you utter as you enter the school-room, to gather with mingled hopes and fears, some omens of their future destiny; but are almost sure to *like*, or *dislike*, according to their *first impressions*. They may not be able to express in language an exact estimate of your character upon your first introduction, yet they soon receive impressions which are not far from the truth.

You cannot long assume that which you are not—the fixed and everlasting principles of character cannot be counterfeited, or put aside.

Let every Teacher, therefore, strive to first impress his scholars with an honest conviction that he takes a deep interest in their welfare, and that while he desires to rule with love and kindness, yet that he has resolution and firmness of character to command obedience and respect.

There is something in the appearance and personal influence of the Teacher before his school which is indefinable, yet it exerts a greater influence and deeper impression than the words he utters. It is the influence of character, of one soul directly upon another, exhaled in the breath, streaming through the eyes, and animating every motion, rising up out of the deep and secret foundations of the heart, and finding its way through the most subtle and invisible channels into the hidden recesses of every young child's being.

*Courtesy of manner and correct habits*, are also indispensable requisites in the character of every Teacher. Some one has said "a beautiful form is better than a beautiful face, but a beautiful behavior is better than a beautiful form." No one can deny the fact that a commanding appearance, neatness of person and habits, combined with a gentle and modest demeanor, will command respect, while a coarse and slovenly Teacher, with a vulgar and boorish presence, even if he possesses brilliant talents, inflicts evils upon the habits and character of the youth under his charge, for which no scientific attainments can be an offset. It is, with much truth, said, "as is the Teacher so will be the school." If he is addicted to habits of confusion and disorder in his own character and deportment, his scholars will not be slow to imi-

tate his example. Then, let every Instructor strive to cultivate a true spirit of politeness in all his dealings and associations with the youth. And by politeness, I do not mean any particular form of words, nor any prescribed mode of action. It is rather a noble every-day bearing which comes of goodness, of simplicity, and of firmness.

"If lofty sentiments habitually make their home in the heart, they will beget, not perhaps a factitious and finical drawing-room etiquette, but the breeding of genuine gentility, which no young, simple heart will refuse its homage."

Professor Huntington, in his essay on "Unconscious Tuition," has given a beautiful and graphic sketch of the school-room in which the presence of the true Teacher is felt:

"Everything seems to be done with an ease which gives an impression of spontaneous and natural energy. There is repose, but it is totally unlike indolence. The ease of manner has no shuffling, or lounging, in it. There is all the vitality and vigor of inward determination. The dignity is at the furthest possible remove from indifference, or carelessness. The Teacher accomplishes his ends with singular precision. He speaks less than is common, and with less pretension when he does speak; yet his idea is conveyed and caught, and his will promptly done. When he arrives order begins. When he addresses an individual, or class, attention comes, and not as if it was extorted by fear, nor even paid by conscience as a duty, but cordially. Nobody seems to be looking at him particularly, yet he is felt to be there through the whole place.

He does not seem to be attempting anything elaborately with anybody, yet the business is done, and done remarkably well. Authority is secured, intellectual activity is stimulated, and knowledge is acquired with a hearty zeal."

*Earnestness and energy of character* are also important agencies in the successful discipline and government of youth,

"He, when'er he taught  
Put so much of his heart into his act,  
That his example had a magnet's force,  
And all were swift to follow, whom all loved."

It is often said that we can do almost anything in the world, which we earnestly undertake. Every Teacher should therefore possess an earnest nature, with determination, hopefulness, enthusiasm, and daring, equal to every duty and emergency they are called upon to assume. These are qualities of human character which every child will unconsciously admire, and render willing submission.

Professor Haddock thus truly speaks of the energy of character and personal influence of the true Educator:

"What the Teacher is in his general character, his principles of life, his individual objects, his tastes, and amusements, his whole bearing and demeanor has more to do in forming the spirit and shaping the destiny of his pupils, than all his instructions from text-books. There is a certain air about a man, or rather, spirit in him, which determines to a great degree the influence of his whole life. If of the right sort, bright, earnest, open, kindly, full of cheerful hopes, and ennobled by reverence for truth and love of goodness, this general character is itself a school, a model for young ambition, a fountain of good thoughts, a silent, insinuating, living stream, nourishing the roots, and opening the buds of virtuous thought and noble action."

It has been my object thus far to briefly suggest a few requisites of good government which would lead to the right spirit of instruction, for he, who instructs well disciplines well.

It may be expected that in opening this subject for our discussion, I should present a complete code of rules and regulations, for the government of a well regulated school. This, for reasons I have already stated, is the most difficult part of my task. To enter into the detail of school discipline and punishment, would require more of your time and patience than would be either profitable, or interesting.

I cannot, however, close these remarks without presenting a few golden rules for school government, which I have selected from "Parish's Manual of School Duties," an invaluable little work, which should be in the hands of every Teacher and

scholar in California. They can be had for fifty cents per hundred by ordering them from Mr. Parish, at Springfield, or the publishers, at Boston. These rules are not in the form of requisitions and prohibitions, as is generally the case, but rather as recommendations and suggestions for the scholar to voluntarily adopt for his own guidance.

On entering school, each scholar is given the following directions :

“1. Resolve on being received as a member of this school to cheerfully comply with all the requirements of the Teachers, and faithfully perform every duty assigned you.

2. Always manifest and cultivate a kind and accommodating disposition toward schoolmates, and respect toward Teachers.

3. At all times let the school-room be regarded as sacred to study and mental improvement. Never indulge in rudeness, childish trifling, loud and boisterous speaking, or anything that would be considered unbecoming in genteel company.

4. Resolve to lend your influence in every possible way to improve the school and elevate its character.

#### DEPORTMENT.

Motto—‘Be ye doers of the word, and not hearers only.’

*Remarks.*—It is as much a part of your education to correct bad habits and obtain good ones, to cultivate good manners, and learn to conduct yourself with propriety on all occasions, as to be familiar with the studies pursued in school. Read carefully and remember the following particulars :

#### STILLNESS.

1. On entering the school, pass as quietly as possible to your seat, taking care to close the door gently, and avoid making unnecessary noise with the feet in crossing the room.

2. Take out books, slate, etc. from your desks with care, and lay them down in such a manner as not to be heard. Avoid making a rustling noise with papers, or noisily turning over leaves of books. Never let the marking of a pencil on your slate be heard.

3. Be careful to keep the feet quiet while engaged in study, or if it be necessary to move them, do it without noise.

4. In passing to and from recitations, observe whether you are moving quietly. Take special care if you wear thick shoes, or boots, or if they are made of squeaking leather.

5. Avoid the awkward and annoying habit of making a noise with the lips while studying.

6. Scuffling, striking, pushing, or rudeness of any kind, must never be practiced in the least, under any circumstances, within the school-building.

#### PROMPTNESS.

1. Be punctually at school. Be ready to regard every signal without delay. To commence at once, when ‘studying hours’ begin; to give immediate and undivided attention when the Teacher addresses you, either individually, with the class, or with the whole school.

2. On appearing in the school-room after an absence from one, or more, exercises, your first duty will be to present a written excuse, specifying the time and cause of the absence.

#### NEATNESS.

Motto—‘A place for everything, and everything in its place.’

*Remarks.*—The habit of observing neatness and order should be cultivated as a virtue.

1. Let your shoes, or boots, be cleaned at the door-steps; always use the mat, if wet, muddy, or dirty.

2. Never suffer the floor under your desk, or the aisles around it, to be dirtied by papers, or anything else, dropped on it.

3. Avoid spitting on the floor—it is a vulgar, filthy, habit.

4. Marking, or writing, on the desks, walls, or any part of the building, or school premises, with pencil, chalk, or other articles, manifests a bad taste, or a vicious disposition to deface and destroy property. None but a vicious, reckless, or thoughtless, person will do it.

5. Knives must never be used in cutting anything on a desk.

6. Particular care should be observed to avoid spilling ink anywhere in the school building.
7. Let your books, etc. be always arranged in a neat and convenient order in your desk and upon it.
8. After using brooms, dust-brushes, etc. always return them to their places.
9. Be ambitious to have every part of your school in so neat and orderly a condition, that visitors may be favorably impressed with this trait of your character.

#### SCHOLARSHIP.

Motto—'Knowledge is power.'

*Remarks.*—Three things should ever be sought for by the scholar in all his studies and recitations. They are the index of scholarship—

1. Aim at perfection.
2. Recite promptly.
3. Express your thoughts clearly and fully.
  - 1st. Let the tone of voice be distinctly audible, and perfectly articulated. Let your words be chosen with care, so as to express your thoughts precisely.
  - 2d. Resolve to solve every difficult point in your lesson yourself, (if possible,) rather than receive assistance from another.
  - 3d. Scholars are in no case to assist each other about their lessons in study hours.

#### RECITATIONS.

1. A scholar must never stay out of recitations because 'he has no lesson.' If you have a good excuse give it to your Teacher, and go and hear the others recite.
2. A scholar must never have anything in his hands during recitations, nor during study hours, except what strictly belongs to the exercise in which he is engaged.
3. Do not rest satisfied with learning your lesson so as to 'guess you can say it;' be able to give a clear and full account of it when you recite.

#### MISCELLANEOUS.

1. All communications with the scholars are to be avoided during hours of study and recitation. This comprehends whispering, writing notes, or on the slate, signs, etc. Every pupil should study as if there were no one else in the room, with perfect silence.
2. Ask questions about lessons of Teachers to whom you recite, as they are responsible for your improvement; otherwise one may be overburdened with business which properly belongs to another.
3. No books are to be read in school hours, except such as belong to the studies and exercises of the school.
4. No scholar should go off the school-grounds during recess, except with permission.
5. Never meddle with the desk, or property, of another scholar without liberty.
6. Caps, bonnets, and all outer garments, must be placed on the hook assigned to each pupil, immediately on entering school.
7. Boys must never wear hats, or caps, in the school-room.
8. Always be in your own place, and busy about your own duties.
9. Finally: Bear constantly in mind how short may be the time allotted you to enjoy the privileges of school, and how important an influence they may exert on all your future life."

I have thus hastily and very imperfectly specified some of the means of securing good order and discipline in school. With the qualifications I have described in the mental, moral, and personal, character of the Teacher, I believe most of our schools could be successfully governed without an appeal to fear, or force. Of the different modes and means of punishment I prefer to say nothing. The true Teacher must be governed entirely by experience and the circumstances of the occasion. He should ever keep in mind that discipline is only a secondary object. The only primary one is instruction. The design of punishment should be to do away with punishment. When this is not the case the Teacher will fail in accomplishing the duties of his high calling.

Let him then carefully weigh these duties and responsibilities, that he may right-

ly discharge the important trust committed to his care. In the language of another—

“Let him daily enter, with fresh preparation, with interest, with energy, with the spirit of love, and a sound mind, upon his labors. Let him at all times feel that principle of love and that sincere devotion to his profession which are to be regarded as the sign and measure of high souls, and which, wisely directed, will accomplish much. His calling is honorable, and his labors will be felt and appreciated if he is faithful. Let him not be satisfied with his past success, nor with his present attainments. Let his motto be ever ‘onward and upward.’ Let him also be impressed with the vast importance of his office. He deals with mind. He is called to educate immortal beings. He is stamping upon their souls impressions that will endure ‘when the sun shall be blotted out and the moon and stars withdraw their shining.’”

At twelve, m. the Institute adjourned.

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#### STATE EDUCATIONAL CONVENTION.

The Convention was called to order at a quarter past one, p. m. by President Moulder.

The minutes of the last meeting were read and approved.

New Delegates were requested to register their names.

#### School Apparatus.

G. W. Minns, Esq. of the San Francisco High School, exhibited a portion of Holbrook's Boston School Apparatus, and explained the manner of illustrating the elements of Mathematical Geography and Astronomy to pupils, by means of the above.

#### Reports of Standing Committees.

All the committees present reported progress, and at their request, further time was allowed them.

#### Vice-Presidents.

On motion, Mr. J. C. Pelton, of Yuba, and Mr. Bush, of Tuolumne, were added to the list of Vice-Presidents.

#### Unfinished Business.

The report of the Committee on Natural Sciences was taken from the table and adopted.

Mr. Anderson offered the following preamble and resolutions which were referred to a Special Committee of five, to be appointed by the Chair.

**WHEREAS**, We consider the standard of our profession so low as scarcely to justify us in ranking it as a profession; and, *whereas*, we deem that the tone thereof can only be elevated through the instrumentality of such organizations as this, our Convention, in the dissemination of the knowledge of the theory and practice of teaching, and the general interchange of ideas thereto pertaining; therefore, be it

*Resolved*, That the State Superintendent, in conjunction with four such County Superintendents as he may select, shall act as a Board for the examination of applicants for membership in the California State Institute.

2d. That said Board shall hold a session for the examination of Teachers, upon the first two days of each session of the Institute, and all applicants for membership shall be required to undergo an examination in the different studies of the Primary, Intermediate, and Grammar, School Departments, as the case may be, in which they desire to teach.

3d. That all applicants proving themselves entitled by proficiency to act as Teachers, shall be by said Board reported to this Institute in Convention assembled, and said report being approved, the Institute shall authorize the issuance to them of a diploma, stating the grade, or department, for which said applicant is qualified. Said diploma shall be signed by the President and Secretary of the Institute, and shall have the seal thereof attached.

4th. The person failing to obtain such certificate, shall not, in any case, be permitted to exercise the privilege of voting on any matter brought before said Institute for consideration, but may be permitted to take part in the discussion thereon.

5th. That the members of this Institute pledge themselves to use all honorable endeavors to prevent persons other than members thereof, from being employed as Teachers in our Public Schools.

The President subsequently named the following

**Special Committee.**

Mr. ANDERSON, Sacramento,	Mr. H. B. JAMES, San Francisco,
Mr. GRAHAM, Tuolumne,	Mr. MATHEWS, Yolo,
Mr. DE LONG, Amador.	

Mr. Sparrow A. Smith proposed the following in regard to the establishment of a

**State Teachers' Journal.**

*Resolved*, That a committee of three Teachers be appointed by the Chair, to take into consideration the establishment of a State Teachers' Journal, to report at an early day, with some plan of operation for the furtherance of this object.

Sparrow A. Smith, Freeman Gates, and George W. Minns, were appointed such committee.

**Division of School Fund, etc.**

Mr. F. Gates, of Santa Clara, offered the following resolutions, which were considered separately, and disposed of as stated below :

*Resolved*, That we hail with delight the advancement and development of our State School system, and hereby pledge ourselves to the establishment of an educational economy that shall rank among the first in the Union.

Adopted.

*Resolved*, That we look with unfeigned pride upon our Public Schools in San Francisco, regarding them as unequaled in the history of Common Schools, for the time they have been in existence, and in every way worthy of the great metropolis of the Pacific coast.

Stricken out.

*Resolved*, That the efforts of the accomplished and efficient Teachers, and the enactments and untiring energy of the Board of Education, have done more to elevate the standard of teaching and promote the cause of education in our State, than all other influences combined.

Stricken out.

*Resolved*, That we regard all appropriations to sustain the cause of Common Schools, as advancing the honor and glory of our Golden State, and a reciprocal diminution of crime, with all its blasting and desolating effects.

Adopted.

*Resolved*, That we regard as consummately selfish and bigoted, any and every effort to impair the unity of our School Fund, and divert the parts to the promotion of sectarian interests.

Laid on the table.

*Resolved*, That one of the first and noblest lessons instilled into the mind of the rising generation ought to be the love of our country, with all the fervor that can fire the soul of a steadfast, unswerving, patriot, and regard the Stars and Stripes as the ægis for our protection, and the palladium of our liberties.

Laid on the table.

Rev. Mr. Hill, of Sacramento, spoke on the resolutions, recommending caution on the part of the Convention. He indulged in some strictures on the efforts of politicians, both in our State Legislature and elsewhere, to weaken the efficiency of our Public Schools.

#### **Amendments to School Law.**

The Committee on Amendments submitted the following report:

The committee would report that they have had under consideration the resolution, recommending that—

1st. The State Board of Education be composed of a State Superintendent, with two qualified Public School Teachers, to be chosen by the State Convention of Teachers and Trustees, and two citizens, to be chosen by the Legislature; and state, in their opinion, at this time, the proposed change is inexpedient. The principal duties and responsibilities of the Board should rest with the State Superintendent. The position in which he is placed, and his whole time and attention being devoted to it, affords him ample opportunity to form a correct opinion of the practical wants and working of the Common School system, throughout the State, and although the experience and opinion of others might be of much benefit to him, still the possibility of being, at times, obliged to act in opposition to his own views, in reference to the duties of his office, may be the cause of much difficulty in the practical working of our Common School system.

2d. The age at which children shall be entitled to admission into the Public Schools be limited to the period between six and twenty-one. Recommend its adoption.

3d. County Superintendents be authorized to examine and grant certificates of qualification to Teachers; such certificates to hold good only until the first regular meeting thereafter of the Board of Examiners in the county where such certificate is given. Recommend its adoption.

4th. That the Committee upon Amendments to the School Law recommend that the law be so amended as to provide—in case a district is subdivided in the interval



between one apportionment and another—that the fund to its credit be distributed among the new districts, in proportion to the number of children between four and eighteen years of age residing in each. Without recommendation.

5th. That the Legislature be requested to empower the Board of Education to appoint agents, at the expense of the State, to address the people in various parts of the State in behalf of Public Schools, and to assist in their organization and establishment in such districts as are destitute of schools, and where the number of children renders them necessary. Without recommendation.

J. M. HAMILTON,  
F. W. HATCH,  
SAMUEL PAGE.

On motion, the report was taken up *seriatim*. The question presented by the first resolution was, "Who should constitute a State Board of Education?" Rev. Mr. Hill and Mr. T. J. Nevins agreed with the committee in rejecting the resolution, being in favor of concentrating the duties and powers of the Board of Education in one person. The recommendation of the committee, to indefinitely postpone, was sustained.

The second resolution was adopted, as recommended.

The third resolution offered by the committee was adopted.

The fourth resolution was amended by substituting "six and twenty-one years," for "four and eighteen years." The amendment was adopted by a vote of sixty-five against fifty. The resolution was then adopted as amended.

The fifth resolution was indefinitely postponed.

Mr. Anderson moved that the report, as amended, be referred back to the committee, with instructions to engross it anew, and in connection with the State Superintendent, bring it before our next Legislature, and endeavor to have the amendments recommended in it adopted by that body.

#### Uniform System of Text-Books.

Mr. B. C. Westfall, of Sonoma, introduced the following resolution :

*Resolved*, That the Convention deeply regret the repeal of the Act regulating Text-Books for Public Schools, and we earnestly entreat our Legislature to enact a similar law at as early a day as possible.

Laid on the table, *pro tem*.

#### Reports of Committees.

The Committee on Arithmetic reported as follows :

The committee to select Text-Books on Arithmetic would respectfully report, that in their opinion, the most suitable work for first lessons to primary beginners is "Emerson's First Part." It is intended to be performed orally, and without slate, or pencil. It is chiefly a pictorial, the objects and numbers of which it speaks being represented and explained by pictures. Its theory is object-teaching on paper. In *Intellectual* and written arithmetic, a large field for selection has been furnished

in the works of Adams, Davies, Ray, Greenleaf, Thompson, Emerson, Colburn, and Robinson. All of the above have their merits, but the best of them are not without defects. A series by the same author has been preferred. Preference has also been given to authors which are most teachable, and which would not be too difficult of comprehension by the pupil. In selecting written arithmetic, particular regard has been paid to such works as have a most satisfactory analysis in connection with rules. Of written arithmetic, we have found three classes: Those deficient in analysis; those abounding in analysis and rules; and those deficient in rules. The endeavor has been to select a mean, as also an author whose analysis, and rules to correspond, are most clear, logical, and simple. This has been attended with no little difficulty, as several beside that recommended by the committee have especial merits.

In analysis, Greenleaf and Ray, though sufficient for the understanding, did not, in our opinion, present as logical a system as Davies, Thompson, Colburn, or Robinson. Colburn, in analysis, has no superior, but is deficient in rules; further, its examples are without answers. It has no key, and the Teacher must spend much time and labor in working out the examples. A key would save this; besides, it would show the shortest and clearest methods for solution. These, and other causes, would require so much attention for its use, as would, in our belief, make it unsuitable for a large proportion of Teachers, who as yet have not the advantage of continued Normal School instruction. The above reasons, therefore, would forbid its preference for "Colburn's Grammar School Arithmetic," as a text-book for pupils in the State at large. However, we would earnestly recommend it as a valuable work of reference for the Teacher.

The committee in making a selection, have laid stress upon rules as well as upon analysis. Formerly, it used to be all rules; analysis was an inferior consideration. The tendency of the present day, however, is to the other extreme, leaving rules to grow of themselves. The drift of adult minds is to principles, and from principles to deduce rules. Such, it has occurred to us very naturally, reason only to themselves, and for minds which have the same level, instead of the forming intellects of youth. The latter require principles to illustrate rules, and a knowledge of rules so as the better to retain a memory of principles. Form and sound, have too large a share in assisting memory, to be lightly discarded. A pupil who is habituated to a certain form of words and sounds, which he acquires with a rule, has a landmark which will greatly assist him in tracing back to and in recalling the analysis. Analysis is the legitimate process of tracing cause to consequence. Analysis and rules, then, should be learned in connection. In after years a remembrance of the latter will recall a remembrance of the former. Cause and effect will act and react upon and resurrect each other. "Thompson's Practical" is a very able work. In very many instances, it has two methods of analysis for the same rule. Its rules are in the simplest language, and its subjects and examples are abundantly varied and adapted to practical pursuits. Much practical and general information, illustrative of the context, is embodied in liberal foot-notes. Thompson, however, in the opinion of your committee, is frequently not so lucid, or logical, in analysis, or so concise in rules, as Robinson.

Each analysis in Robinson is followed by a concise and well-fitted rule. The mechanical and typographical style of the work is excellent. Its arrangement is progressive. The definitions are concise and clear. The subjects, and a very large number of examples, refer to practical utility, and are well adapted to the real business of active life. Answers to its examples are occasionally omitted. We would disclaim the idea that Robinson is perfect. We think it has fewer negative objections than the majority of text-books. Further, in our opinion, this work is preferable as a choice of the middle class—between an imperfect, or unsatisfactory, analysis, and one which may be lacking in rules.

For the foregoing reasons, we would recommend for arithmetic text-books, Robinson's Series, as follows: "Progressive Primary, and Progressive Intellectual" (men-

tal); "Robinson's Progressive Practical," "Robinson's Higher," designed for High Schools and Academies; "Key for the Progressive Practical, and for the Analysis of the Miscellaneous Examples in the Progressive Intellectual" (written).

S. C. HURD, Amador,  
GEO. H. PECK, San Francisco,  
Committee.

The above report was accepted.

Dr. Gibbons, of the committee, made a minority report, objecting to the presentation of five text-books on arithmetic for the study of pupils; was of opinion that one book was sufficient for a Grammar School. He illustrated his views of the subject on the black-board. On motion, the discussion on the report of the committee was postponed until to-morrow's session.

#### ON READING, SPELLING, AND DEFINING.

The Committee on Reading, Spelling, and Defining, reported as follows :

The committee to whom was referred the arduous duty of examining text-books upon the following branches, to-wit, reading, spelling, and defining, would respectfully submit the following report.

Owing to the great importance of the above-named branches in the great field of instruction, the members of this committee have given their undivided attention to the consideration of the merits and defects of the various text-books now before the public, and by comparison and contrast they trust they have succeeded in presenting a series of books that will meet the approbation of this Convention; and where a change is recommended, it has been done on account of marked superiority of those recommended over those now in use, and against the pre-established preferences of the committee. The books now in use in our various schools are in many respects books of merit, but still fall far short of the requisites of the pupil. The committee, in presenting to this Convention the series of Readers issued by Parker and Watson, would state that, regarded as a whole, we would give our unqualified support to them in preference to all others. "The National Elementary Speller" commends itself to the attention of Teachers in these important particulars: In its systematic and progressive arrangement, in its combination of orthoepy with orthography in so clear and simple a manner as to render it impossible for a pupil using it not to become perfectly familiar with the correct pronunciation of all the words it contains. Another very commendable feature of this book, we consider, is that it marks all the silent letters, or combinations of letters, in italics, thus making it, in a great measure, a *phonetic spelling-book*. To make it completely so, all that is necessary is to remove the italicised letters. The book contains copious dictation exercises framed with the design of explaining the meaning of very many of the terms used, and the plan of the work suggesting the foundation of others by the Teacher. It is well adapted to Primary Schools and also to the lower grade of Grammar and Intermediate Schools. Sargent's small "Speller" is a work of seventy-two pages, and contains many excellencies, but contrasted with this we think it is not sufficiently progressive in its arrangement, although far superior to the old books of this department, while it can hardly be said to combine the kindred subjects of orthography and orthoepy, and does not attempt to illustrate the phonetic at all, while the "National Speller" by Parker and Watson supplies all those deficiencies. It will be seen by Teachers immediately that this little work has combined in a perfectly easy and intelligent treatise, subjects that have been heretofore regarded as incongruous.

The advanced "Speller," by the same author carries out the design with marked *ability, and is designed for higher classes.*

The "National Primer" is a superior work of its kind. It is, we think, well calculated to excite interest and enlist the attention of the young. It is finely illustrated by engravings of such things as fall under the observation of the child. Experience proves that the great point to be gained in the education of the young is to fasten the attention of the child and explain principles by familiar objects.

The First and Second "Readers" of this series are calculated to supply the wants of juvenile learners in an eminent degree. The system of progression that has been adopted by their authors should meet the approbation of every Teacher in the land. The gradation of lessons seems to be peculiarly adapted to the development of the young pupil's mind. The "First Reader" contains one hundred and eight pages, and the "Second Reader" two hundred and twenty-four pages.

The great and marked characteristics of superiority of this series over Sargent's, now in use in many parts of the State, commences with the "Third Reader." Its definitions of terms, its oral exercises, and its arrangement of all difficult words upon every page, with their proper pronunciations and full and complete definitions, render it superior to any heretofore presented. It contains two hundred and eighty-six pages, and in its typographical features is noted for plainness, neatness, and beauty.

The "Fourth Reader" of the "National" series is nearly the size of Sargent's "Fifth." Its division and arrangement of the principles of Elocution are concise and clear.

This work carries out the plan set forth in the "Third," as regards copious exercises in defining and spelling, with marked ability and success. It contains one hundred and eighty-nine selections from the productions of the best writers of the past, besides copious examples and exercises in the different phases of oratorical instruction, and comprises four hundred and thirty-two pages.

The "National Fifth Reader" contains six hundred pages, and as a class-book for advanced schools and students in oratory stands unrivaled. The authors have succeeded in combining in a book not too voluminous to be convenient, both a system of literature and a thorough course of instruction, there being appended to each production a short biographical sketch of the author, and such information as would serve to instill into the mind of the student a love of literature and a desire to search those exhaustless fields of literary productions. Such we deem the characteristics of the "National Fifth Reader," and we doubt not that this series of "Readers" will meet with a cordial reception by Teachers and patrons.

In regard to class-books on defining and etymology, the committee would recommend to the consideration of the Convention "Lynd's First Book of Etymology," and "Lynd's Class-Book of Etymology," as works of superior merit and worthy of trial, and well calculated to impart a critical knowledge of the English language.

The works on defining that present the greatest excellencies consist of the series issued by W. W. Smith, and entitled "Smith's Juvenile Definer," "Smith's Grammar School Speller," and "Smith's Definer's Manual," as comprehending the most thorough treatise upon the subject that the committee could obtain; also, for books of reference, in connection with the above, we would recommend Webster's or Worcester's "Academic" and "Unabridged Dictionary."

The committee would, also, recommend "Russell's Elocutionary Chart" as an invaluable assistant, although the committee would add that owing to the multiplicity of duties they have been unable to procure charts for examination.

H. A. PIERCE,

Chairman.

THOMAS C. LEONARD,

MARY D. PAGE,

, HANNAH MARKS,

Committee.

The discussion on this subject was postponed.

Mr. Daken, of Calaveras, gave notice that on to-morrow he would move to reconsider the vote by which the amendment was adopted, striking out "four to eighteen," and inserting "six to twenty-one," as the ages at which children should be admitted into the Public Schools.

The President announced that a lecture would be delivered to-morrow, by Mr. Janes, before the Institute.

The Convention then adjourned to one, P. M. to-morrow.

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## FIFTH DAY.

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STATE INSTITUTE.

FRIDAY, May 31, 1861.

The Institute was called to order at ten o'clock, A. M.

The President introduced the Instructor of the day, Mr. Henry B. Janes, who proceed to deliver the following

### **Address on Primary Instruction—Its Philosophy and Practice.**

Mr. Janes said :

MR. PRESIDENT, LADIES, AND GENTLEMEN—

Were there to-day, in the most secluded mountain district of our State, a meeting of its Board of School Trustees for the purpose of electing a Teacher; were I to offer a resolution directing our Secretary to telegraph to them that this Convention awaited in deep anxiety the result of their deliberations, and warmly sympathized with them in the discharge of such a duty, would it be received and adopted without a call for explanations? Yet, would it not be worth our cordial indorsement?

We do not often enough stop to think that it is of importance to us in San Francisco, to our countrymen in the older States, whom the Trustees may select to train and mold the minds and hearts of that little group of children gathered in the secluded gorges of the Sierras. To-day, it may not be shown to be so, but in times when *men* are needed, *true* men, brave men, men true to the public welfare, from out that mountain recess one of that same little band shall leap, a Chieftain to defend the right, or a traitor to destroy it.

True, well-trained, rightly educated, minds, in your State Legislature, may, in a single year, advance the interests of agriculture, of commerce, mining, the mechanic arts, and education, so that your valleys shall blossom with beauty, your commerce increase, your mines pour forth their hoarded treasures, your mechanical art and science rear villages and cities, and your schools be made the well-springs of truth, virtue, and patriotism; or *one* mind, distorted in its education, perverted by bigotry, blinded by ignorance, and the full glare of a selfish ambition, may fetter them in chains that years will not suffice to loosen.

The least conspicuous individuals are often of the most importance to mankind. The ocean hides beneath a smooth surface, the reef which the little coral insect has been for ages constructing, yet that reef is not less dangerous than the bold, exposed, rock, thrown up in a moment by a convulsion of Nature.

If we would not undervalue, or misconceive, our influence, then we should look *not so much to the position in which we act as to the results of our acts.*

Take an illustration. Step on board that ocean steamer as, with her banners to the wind, she fires her parting gun; hundreds are on her decks about to realize the fondly cherished anticipations of weary years; linked to distant homes by chains that seem almost ready to break by their very length. Far away in the distant hills of "Fader Land" the old people await the return of that youth whom you see seated on the forward deck; years ago, with manhood's courage he left his native hills for the golden land of the west; he has written home that he is coming back, and their parental hearts swell with joy at his coming. By the cabin door sits a young mother bending over her infant child to hide the tears that are struggling through smiles as she welcomes the moment of starting for her old home amid the fertile stone-patches of New England. Nightly, there, for years of her absence, have arisen prayers for the coming of this happy day of her return. "Sister is coming!" rings through the house; and the little boy who has so often sent her that message of love and beauty, "Tell her I kiss her good night in my heart," now shouts his joyous anticipations of her welcome.

There is another on that deck; stalwart, rough; a face deep marked with care; a rude exterior; tall and firm he stands, unheeding and unheeded. The same bright images of his wife and child that have so often blessed his dreams in his solitary cabin in the mines, now rise more freshly bright and joyous as he finds himself ticketed for a berth, and actually on the steamer homeward bound.

The heavy beam rises slowly, wearily, at first, as if afraid to test its own strength; quicker and quicker it moves, until the noble ship has waked to life, and lightly "walks the waves" on its ocean course.

But now let us descend to the hold. There, begrimed with dust, sits one who bears no mark of importance, one whom the struggling hearts above have not once thought of as connected with *their* bright hopes, or the realization of *their* life dreams of happiness. He is humble in occupation, plain in appearance and dress, and he is alone; but *he guards the safety-valve!* Let him but for one moment forget his duty, and the ocean would claim hundreds for its victims, while in the distant homes we have pictured, joys would be turned to sorrow, while imprecations and curses on his head would mingle with mourning for their loved ones dead.

Is it not then true that to correctly value our influence we must look to its results?

Nowhere are these thoughts more properly applicable than to the influences and results of Primary School instruction. Humble and alone in the quiet school-room the Teacher pursues his daily task, but what is that task? To mold the elements of society. To form principles. To develop character. The seemingly harmless, powerless, minds, now in his training, are to be the social powers of future years.

Human tranquility, peace, and progress, are to be theirs to guard, or theirs to destroy. Let him, then, prove recreant to his trust, and the world will suffer. Far away, in some quiet retreat of virtue and peace, the mind he has neglected will show itself a leader in vice, or a traitor to the liberties of men.

It will be my present purpose to consider primary instruction in relation to its philosophy and practice. An absence of near fifteen years from the practical duties of Teacher, will render it necessary for me to attempt to place before you only the results of my reading and reflections confirmed by their limited application at intervals in the school-room.

Time will not permit me to dwell on the importance of the Primary School in the great work of education. We are all ready to admit it as a general fact, but not as accustomed to ask ourselves *why* it is so. It is one of the most encouraging signs of the times that the public mind and the thoughts of eminent Educators are earnestly directed to this class of schools.

Here, most emphatically, is carried on "the training and leading forth of each faculty of the mind, the development of the whole mind and character of the child."

"It is next to an impossibility to supply in after years the omissions, or correct the errors, of early culture." Habits become so fixed, the mental vigor so weak-

ened, that it is difficult to eradicate the one, or restore the other. The Hon. Mr. Bateman, State Superintendent of Illinois, says on this subject: "At no point in the whole course of study are the results of incomplete teaching so disastrous as at the commencement. At the subsequent stages of education the mind, emerging from the state of implicit trust in the mere dicta of the Master, begins to assert itself, to sift what it receives, and find corrections when they are needed; but at the beginning the mind takes the impress with unquestioning faith, exact as the print of the seal upon the wax."

Are there, then, any fundamental principles to guide us in determining the true modes of teaching in primary education? There are, beyond a doubt.

**STUDY CHILDREN'S MINDS, AND FOLLOW THE NATURAL ORDER OF THEIR DEVELOPMENT.**

If we desire to know of birds, we go with Audubon to the woods and fields, and there in quiet sequestration observe their natural habits and learn their native instincts. If nature furnishes a guide to us regarding these, how much more is it true of the child. Let us, then, go into a family circle and see that "active, restless, form, pulled and hauled about, legs and shoulders, by roistering companions, rolling on the uncarpeted floor, racing the stairway, yard, or garden, full of motion and life."

Free as a prairie warbler he roams about his home from morning to night, until his day's work of mischief done, the active mind (which a father's chiding, or a mother's expostulation, has failed to conquer) sinks beneath the weight of sleep, recruiting for another day of mischief. He imitates, he experiments, he investigates, anything that comes in his way, apparently with no other object than to determine whether everything within his reach couldn't be some other way than as it is. Parents are puzzled with his inquiries into the mysteries of soap-bubbles, kite-flying, and a thousand phenomena around him. He jumps into the bread-tray in a sly moment, and starts on his imaginary voyage to sea, not forgetting the regular puff of the steam, the shrill whistle of alarm, or the motion of the paddles. Things that have long since been forgotten by his parents, suddenly loom up in his mind, and the brightness which flashes from his eyes tells how keenly his mental appetite enjoys the answers to the rivulet of questions that come rollicking through his lips. Who of us does not know some such chubby-faced odd bundle of faculties, whose most interesting employment seems to be to worry his Teacher and every body around him, by constant demands for the why and the wherefore of everything he sees? That mind is ever active; but, notice, it deals *only with existing things*. "It soon learns the names, properties, and uses, of all there is in the house, and longs to be out-of-doors," to continue its investigations there.

It is, then, just such fun-loving, mischief-making, inquisitive, children, as we have seen in this family circle, that are to be transferred from the home school to the Common School. *How* to transplant them, and at the same time continue unimpaired in the new soil, their healthy, vigorous, growth, is the problem, upon a correct solution of which mainly depends the success of any system of education, but especially that of our Common, or Graded, Schools, for if we render education repulsive to the primary scholar, he is either entirely unfitted for success in the more advanced classes, or his progress will be greatly retarded.

In transplanting trees, horticulturists are careful to retain unbroken the more delicate fibers of the roots; they strive to carry with these as much of the *parent soil*, as can be made to adhere to them; thus they secure a healthy growth.

So of our children. Rudely disrupt the tender fibers of their minds, force off the accustomed surroundings of affection, amusement, and freedom, and they soon wither and droop. Listless languor takes the place of sprightly activity; fear supplants the incentive of pleasurable interest. The boys and girls of the home school, are and should be the boys and girls of the Common School; the laws of their growth fixed in the former should not be overlooked, or violated, in the latter.

The inquisitiveness of childhood is but a miniature of the reasoning of the adult. Thousands have heard from their little ones the question, "What makes the cover of the tea-kettle bob up and down so?" That trivial inquiry (prosecuted by the mature reasoning of manhood) led to the application of steam as a motive power throughout the world. At first it was but the feeble effort of the fledgling to use his wings, yet they were the same wings that afterwards developed in strength, bore him victorious over the elements in his loftiest flights.

To the extent that children acquire knowledge altogether in the concrete, it is similar in kind and in the manner of its acquisition to that acquired by adults. They reason, imitate, and experiment. Children are scholars always. Their mental faculties are naturally developed by processes suitable to their age and strength. They learn, too, mostly from objects that meet their eyes, or can be touched by their hands. Their mental growth mainly depends upon *Object-Teaching*. Like men and women, too, they remember most faithfully that in which they are the most interested.

There is no doubt that the *minds* of school children often wander out to play marbles, spin tops, and toss grace-hoops, in the yard at home, while their listless ears and wearied eyes, in the school-room, are suffering afflictions as monotonous in sound as they are dull and unattractive in color. And it is not for us of riper years to blame them for doing this. We did the very same thing; and if your school-house was one of those old, cheerless, cabins, where you were sitting upon no-backed benches, your feet dangling in the air, under strict orders to sit still and study your lesson on pain of the birch; when going to school was correctly defined "sitting all day on a bench and saying 'a—b,'" you will be forced to admit that your own errors in this respect far outnumber those of your little ones whose school hours (thanks to modern science) are enlivened by song, and are ever varying in interest.

Such are the children whom we are to accompany to the door of the school-room.

Kind Teachers, as we commit these little ones to your care, remember that they come to *continue* a mental training begun in Nature's School, *not to begin it anew*.

See how they enter proudly elated with their new position, curious to penetrate the mysteries of the new life they are about to begin, yet reluctant to leave the bright world behind them. As they tremblingly, for the first time, hear their names called by a Teacher, dispel their fears, let them feel that they come for pleasure, not for a task. Instead of riveting the first fetters upon their restive limbs, by those stern words, "Take your seat and sit still till I call you," talk with them then about home things, point them to the open door, send them out where the singing-birds, the fresh air, and spacious play-ground, invite them, enjoining them to return and tell you all about their play. Let them see that their books are only records of their childish thoughts and amusements, that they tell of the pets and familiar objects of their homes.

There are other forms than those of fetters, other facts, for the school-room, than that "a—b spells ab," other learnings than those within the lids of the new Primer. It may be more expeditious to cram them with the mysterious shapes which form the alphabet, to scold them well for not remembering that A is just like a harrow, or B just like an ox-yoke. But, discover to them that their Primers contain only pictures of objects with which they are already familiar in their homes, in the fields, or on the common, things they *already knew of*, listening meanwhile to their simple narration of what they do know about them, and you have established a connection between their homes and their school that will imbue them with strength and courage from the very revelation it makes that they have some knowledge already acquired.

Nothing so much discourages children as the idea that they are entering, in their primary studies, upon things of which they have no knowledge, a land of fogs and obscurities.



Holbrook justly says: "The great and crying evil of teaching is that *book* knowledge is kept isolated from *real* knowledge, and the evil generally begins with the first lessons of the child, and ends with the last lesson upon the collegiate graduate. Thus, no pains should be spared to *connect the words of the books with the ideas of existing things.*"

The education of children in the school-room should be both mental and physical. The two cannot properly be separated in the Primary School, they should be generally blended and ever co-existent. The songs of our schools, blending motion and instructive facts, are fast establishing the desired medium between the rollick-some freedom of home, and the unnatural restraint of school discipline.

A child of the age of which we speak should not be snubbed of his childish freaks (the natural ebullition of his pent-up spirit). Nature has filled him with elastic springs, and if you attempt to force them to inaction, nature rebels—

"And yet we check and chide  
The airy angels as they float about us  
With rules of so-called wisdom till they grow  
The same tame slaves to custom and the world."

Allow them then, full freedom in their motion, to skip, to march, to imitate the motions of the mechanical trades, the carpenter, the sawyer, mason, wood-cutter, and shoe-maker. Let them reap, thresh, and mow, throw in such exercises and songs for a change, if but for a moment. It seems at first thought but a slight effort for a child of tender years to confine his attention for a few minutes to the page of a book, and trace their letters there and their connection in words. But what powers are called into action while he does so? "The eye," says an eminent writer on this point, "must be fixed to follow the form of the letters while the mind is endeavoring to grasp the words in their connection in the sentence. This effort is oppressive to the nerves of vision and by exhausting them renders the mind powerless for thought." Children are thus sometimes accused of listlessness when they are simply exhausted.

*Government* has much to do with right physical education. The first thing necessary to success is to secure the good will of the child. Let smiles always stand sentinels at your school-room door! The Public School Teacher, too, ought to remember that pupils there are from all classes of society, the poor and rich, the proud and humble, the prosperous and unfortunate. It is one of the most beautiful features of the system, and I am proud to say, from my experience, that it is a most successful defacer of false notions of caste. The modest, unobtrusive, daughter of poverty is as often crowned the chosen Queen of the May-Day Festival, by the voice of her schoolmates, as the child of fortune and of luxury. But, while it is an interesting feature of the system, it imposes a delicate duty upon the Teacher. The eye of the child is quick to detect injustice, or partiality, and it should not be forgotten that the claims of all are equal, not only to your teaching, but to your love. The little rosy-cheeked child, whose patched garments speak of want and sorrow, at home, chants as merrily as his fellows the song of love your voice has taught him, and in the casket of that heart your image is as brightly set as if its throbbings were concealed beneath the purple of royalty.

A very good general rule of government is, to be blind to half you see of mischief, or disobedience, and make your pupils forget the other half intended, by keeping them employed. The most perfect master of a child's love of mischief is his curiosity. It is related of a celebrated English Primary School Teacher that upon one occasion his school became so disorderly that it seemed about to get beyond his control; his wife was standing near, and seizing her cap from her head, he whirled it round and round singing "Hey-diddle diddle, the cat's in the fiddle," upon a high key, gradually, lowering the tone, as one after another the children joined in the song, until in a quiet, subdued, manner, the attention of the whole school was fixed, rebellion crushed, and order restored.

Would that the cap our Goddess of Liberty wears might be as effectually used in quelling the rebellious spirits of American children of a larger growth!

Such conquests should not be looked upon as permanent, variety in discipline, as in study, is necessary to a child. In every thing said to the child, aim to leave his mind free from perplexity, or doubt, otherwise you will find him sometimes unraveling the mystery in a way you least expected, and that you would gladly have avoided. I recollect a very amusing anecdote of a little three-year boy, which may recall to your minds others of a similar character, and save me the necessity of dwelling longer upon such oddities of childhood: A colored barber was sent for to shave his uncle who was sick. Jimmy had a natural dislike to colored people and a very saucy habit of calling them niggers. Apprehending some annoyance to the negroe if Jimmy met him, the boy's mother took him aside and said to him, "Jimmy, there is a colored gentleman coming to shave Uncle William to-day, and you may go and see him if you will not call him a nigger, for he is not, he is a *colored gentleman*. Now, you won't call him a nigger, will you?" "No, ma'am," promptly replied Jimmy. This quieted his mother's fears. In the course of the morning the barber came. Jimmy watched him very closely, and seemed evidently to be in a brown study; at length, going up quite near to him, he gave one scrutinizing glance and said, "Look here, you ain't a nigger, are you? You are a colored gentleman, but you *look like a nigger prethithely*." This was too much for the barber, who good-naturedly enjoyed the joke as much as his mother.

The natural order of mental education is, perceiving, thinking, speaking, reading, writing; and by following this order which we have already considered as it appears in the Home School, we shall best succeed in the Day School. The child first perceives objects as to form, color, taste, etc.; he next perceives their relations to other objects, or the dependent relations of their parts; next he perceives their actions, motions, uses. These facts acquired, he begins to think about them, to create new relations of parts, or new forms of action. But any abstract perception has its immediate connection with the real object established at once, his knowledge of things is always linked with the thing itself. It is a living, acting, idea, not a dead, abstract, form. Now, to such a child you want to teach the alphabet; let me suggest a method. Some morning a little girl brings a rose for her Teacher, or any objects are brought by the children which you have previously requested them to bring. (This is an excellent method of interesting children in the school, it links home and school so intimately, and the child will take so much greater interest in that which it owns.)

The morning greetings over, the opening song of praise to God ended, you take the rose from the vase—

"See, children, what Mary has brought me. What is it?"

"A rose," answer the class.

"Mary," you continue, "tell me where you got it."

"In my garden, ma'am."

"Who else of you have roses in their gardens? Raise your hands. Well James," you say (singling out some little boy who needs encouragement and confidence), "what kind of roses have you?"

"White roses, ma'am."

"Well, children, I will now show you a *picture* of a rose; here it is. Now I will show you the *word* rose," (writing, or printing, it upon the black-board, under the picture.) The word is examined, analysed, talked about; the *sounds* of its letters learned, not their names.

If the child can remember the *picture* rose, why not the *word* rose? He does not analyse one more than the other. He does not count, nor think of, the leaves in the picture, he apprehends it as a whole. So of the word, and he will remember the word as associated with the real thing itself, as he does the picture.

The Teacher proceeds: "What did this grow upon?"

"A stem," or, "a bush," is the answer. (This word, too, is written down.)

"Where did it grow?"

"In the garden."

"What color is it?"

"Red."

Thus continuing until several words are written to be learned at sight, and then the lesson is left to be resumed another hour."

The mere naming of the letters after the child is familiar with the sight of words, is no more difficult than it would be for him to learn the names of the parts of his wagon after he knows their uses.

There is scarcely any limit to the objects that can be used in this way, the more commonplace they are to the child, the stronger are the associations and easier their remembrance; some of the simplest will evolve principles of social and moral culture as facts, not theories. Take, for example, a piece of bread—

"How many children here had bread for breakfast to-day?"

All hands will rise.

"Where did you get it?"

"Mother gave it to me."

"Where did your mother get it?"

"At the baker's."

"Where did the baker get it?"

"At the miller's."

"Did the baker get the bread at the miller's?"

"No, ma'am, he got the flour and made the bread."

"Where did the miller get it?"

"He ground it."

"Ground what, the flour?"

"No, ma'am, he ground the wheat."

"Where did he get the wheat?"

"He bought it of the farmer."

"Where did the farmer get it?"

"He got it on his farm;" or, "He raised it."

"How did he raise it?"

"He sowed some wheat, and it grew."

"What is the wheat called that was sown?"

"Seed."

"What became of the seed after it was sown?"

"It grew and became wheat."

"When it had grown, what did the farmer do with it?" And so on, until the chain of facts is complete, back to the piece of bread that the child had for breakfast.

Such exercises are varied, of course, to suit the capacity of the children. For more advanced scholars the philosophy of the facts would properly be investigated, and the moral deductions of Divine agency and goodness in thus fitting the earth for the production of such grain, would necessarily attract notice. Is there not a view of dependence and obligation to his fellow men established here that will lead to a proper estimate of the rights of others? Each person employed in the production of that piece of bread is necessary to the child. Do we often think of this? Is it not a valuable fact for the child's moral nature?

While care should be taken to present but one idea at a time, and to require the perfect mastery of each before it is left, there should also be (as there necessarily will be) a variety of subjects presented; fifteen, or twenty, minutes at a time is the length of such as an exercise, as fixed by the best authorities. In such a lesson, the smallest exertion will serve to detect and bring up the naturally, or habitually, passive, or idle, members of the class. Have you not any classes where month after month some little boys and girls have sat, silent spectators, until, from habit, you have come to expect nothing from them? If so, when the enthusiasm of the

class is at its hight, and they are vicing with each other to catch the Teacher's eye with outstretched hands, (a signal of their desire to answer,) turn to such a little listless scholar in some such language as this: "Now, Tommy, can you tell me?" Tommy wakes up and looks around him, astonished that any thing is expected of him. "No, no, children," proceeds the Teacher, as each one still pushes forward his hand to answer, "you keep still, and let Tommy answer; he knows it; now listen; hear what he says," and soon, more to his astonishment than yours, Tommy breaks silence, and at once elated by his self-conquest, becomes an active thinker. *He has gained a victory* and is affected by it, just as you, or I, would be after a hard struggle. Henceforth, you not only have a warm friend, but a bright scholar in Tommy. A few words of encouragement, as, "that's right," "that's pretty near it," "that's a very good answer," "well done, indeed," encourages the immediate recipients of them, and enlists the interest of all. Skipping about from one to another in this manner, will keep the interest and attention of the class.

Is there a little nest of urchins in yonder corner, restless, playful, and inattentive, during recitation? Select out the ringleader and let fly at him a question; you will kill two birds with one stone; you will break up their play, and improve the scholars in their habits of attention.

*Speaking* lessons comprise "the utterance of words and the full development of the vocal organs so far as is necessary for the distinct and clear articulation of sounds." They should be among the first exercises of the lowest classes in the Primary, and carefully preserved through all the difficult words of the text of the Reading Books.

"By such early lessons, improper and unpleasant drawling will be avoided. The rising and falling inflections can be much aided by a motion of the fingers upward and downward to guide the voice."

A little watchfulness, and the invariable habit of correcting improper pronunciation and ungrammatical expressions upon all occasions, during school hours, will prevent a multitude of errors and much labor in later years.

But the next step in the process is Reading, or, as I term it, *talking from a book*. Next to the proper use of words, is the expression of sentiment and feeling, to make a good reader. Now, in all the questions we have just been putting to the class, there has been found no difficulty at all in the correct emphasis, accent, or expression, and just so long as you asked, and the child answered, questions, there would be none. You say to the child, "George, Tommy says you struck him." Instantly George pleads not guilty in language like this: "Oh! Teacher, I didn't; upon my word I didn't strike Tommy; it was John did it." Not a hesitation in speaking, emphasis, or expression; yet, give him the same language to articulate from a book, and how many errors would he commit?

How, then, shall we best secure these good qualities, when he does commence to talk from a book? I answer, continue your questions. Let the book contain questions and answers, the former for you to read, the latter for the scholar to read, or *vice versa*. Every answer read in reply to you will have few such defects as we have named. Children seldom fail to answer a question with proper expression and inflection. Is this a natural indication to be followed? Try it, if you never have, and see how soon the least poetical and dullest of your school will read well. That is one thing our Primary Readers do not contain enough of, or, rather, don't contain any thing of. If I had my way about Readers, I would commence the Primer with straight lines and angles, and with cards to correspond, for use upon the wall, and gradually introduce and form letters by continuations of the elementary lines. I would not have those twenty-six stiff, uniformed, characters on the first page, or first twenty pages, of the book. And Reader Number Two should be filled with simple dialogues to be read by Teacher and scholar, and everywhere, on every page of both Primer and Reader I would have questions full and ample to draw out the explanation of each step to be taken by the scholar, and at the top of every page

I'd print, so plainly that the nearest-sighted Teacher could read it: "Connect the words of this book with the ideas of existing things."

"The crowning beauty of good reading consists in a clear, firm, distinct, articulation, with tones and expression simple and natural," and is one of the rarest, as it is one of the most valuable, attainments. Explanation of words is constantly required and should precede every reading lesson. No word should ever be read without being understood. Somebody has suggested in more advanced primary classes that the individual scholar should be required to call the words of a sentence, and then the class, in concert, should pronounce them, and so on through the lesson.

Mr. Everett, the celebrated Statesman and Orator, once said: "If his daughter could have but one of two things, a habit of correct reading, or grace in playing the piano-forte, he would much prefer that she should read and speak, correctly and gracefully, the English language, than to have her an accomplished singer and performer on the piano-forte."

Another says: "The first drill of the sense of hearing should consist in exercises upon the elementary sources of the language—the letters themselves—and a systematic training of the vocal organs. This process should begin with the *lowest* class of the Primary School, and be continued, if necessary, through the highest class of the High Schools; it should be applied to each letter, and again and again, day by day, week after week, and month after month, with ceaseless vigilance and tireless patience till the ear can instantly detect and the vocal organ utter with precision, any and all the sounds of our grand old Saxon tongue."

"It is far easier," says the same writer, "to-day to find a good performer of instrumental music, than it is to find a good reader."

Next, in the order we have stated, comes Writing.

For the lower classes of a Primary School, the elementary exercises will have inducted them much into the forms of letters, script and printed, and I think little else should be attempted—at least not in the way of writing any connected sentence, hardly a word—until the arm and hand are fully disciplined in simple lines, curves, and angles. These combined, in the most primitive manner form letters, as THE BOOK; and such formations are evidently natural and proper in teaching letters.

The graded exercises of Philbrick's charts contain all that is necessary for simple linear drawing, but, perhaps, would be improved, if I may make the suggestion, by continuing through another chart the curve movement, which is the last upon his present series, combining with it a greater number of the elementary writing movements and forms. The most pernicious habit in teaching this branch, according to my observation, is the total absence of explanation before proceeding with the lesson. In writing and drawing, of which the simple straight line is the first element, minute explanations should precede every effort of the scholar. A line is measured space, and there are days of discipline in it. An excellent plan, in use in the German Schools, in simple combinations of straight lines, is to mark time for the scholars, thus: "one—two; one—two;" the scholars moving their pens up and down in the air without touching the paper, and then, afterwards, the same motions upon the paper. Writing and drawing are mutually dependent, and should be taught together; but no mark, or stroke, should be made until all its proportions, and properties, and mode of construction, are fully explained on the black-board.

In the German schools the Teacher first draws, for example, a house, then writes under it the word house, and prints the same in the script, and runs over the form of the letters with a pointer, the children tracing the motions in the air. The children then form the sounds of the letters, they then draw the house, a mere outline, the Teacher in like manner going over it with the rod, and the children imitating it in the air; the Teacher then converses about houses:

One direction in writing is worthy of mention, as from its simplicity it is a valu-

able substitute for the more complicated directions usually given. That is, hold the hand so as to feel the paper with the ends of the third and fourth fingers. This simple rule regulates the position of the pen and the slant of the letters.

*Geography*, for the Primary, must necessarily be oral, or should be by topics. It should, for the lower classes, be limited to *earth facts*. There are different opinions and modes adopted, but Professor Bache, a writer of eminence and of great research in the European schools, gives the following :

"The Teacher drew first, from the pupil's knowledge of the different objects, or bodies, a definition of the term 'body;' then led them to define 'extension,' 'dimension,' etc. and thus furnished them ideas of space. Sunrise and sunset were used to establish the position of the cardinal points. He then commenced with a map of the city they were in, gave an account of its localities and history, then, widening into circles, the natural and political features of the surrounding district were described, always giving the real directions of places, etc."

Of this he says :

"I have carefully compared other methods with this and give this method greatly the preference over others as not only teaching geography and connecting history with it, but enlarging the general intelligence while it improves the memory."

In the upper classes the pupils use outline maps and draw maps upon the board. To vary the recitation, one pupil indicates the location of a place and another gives the name of it, and the reverse. In the lower primary classes the natural method of learning geography seems to be by the relation of things, of objects to locality, and this affords the cue to elementary instruction in this branch.

There are few children who can not tell you the country where the oranges, bananas, and other fruits, common in our fruit-stands, are produced; and any child will listen with attention and interest while you tell him all about the country where his oranges grew, or where his pet parrot, or monkey, was caught.

Teach geography to primary children, then, by topics, productions, animals, manufactures. A boy's jack-knife is a preface to the geography of England, if it is stamped "Rogers & Sons, Sheffield." Its location, its manufactures, its coal-mines, its rivers, are all directly connected with that one object, that probably never gave the boy a thought beyond its condition for whittling.

Accompanied by the use of a globe and Tellurium, how admirably would the mind of even a very young child be thus prepared for mapping off these countries in outline map-drawing.

My own impression, for a long time, has been that we have no proper, or full, system of elementary geographical instruction yet published. The child is told that the earth is round, often without any access to a globe, or illustration by a spherical body, and is immediately referred for further knowledge to a plane-surface, a flat country. This precisely corresponds with his every-day observation of the earth itself. He walks upon a plane-surface, bounded by a circle, as it seems to him, and yet this idea of the earth's rotundity is left for his feeble faith to reconcile with the contradictory evidence of his senses, unaided. Now, if the child is to have any idea at all of the earth's shape, it should be a truthful one, and inasmuch as the truth contradicts his perceptions by sight, by so much the more should the aids be increased to relieve his perplexity.

Suppose we start in instruction in map-drawing with this chart on which are outlined the simplest forms, lines, angles, curves, etc. and when these can be drawn, proceed with the outline of an island, a cape, a river, a mountain, etc. Oral instruction having previously been given, in topics referring to various countries, and their forms upon the globe having been made familiar, the pupil is ready to sketch those forms as he has apprehended them, upon a spherical surface, a pumpkin, if nothing better is at hand. (The preparation called "liquid slate," which can be used upon any cloth, or smooth surface, spread on with a brush, forms an excellent surface for the tale pencil.)

This outline-mapping should follow, somewhat, the natural observation of the child

—first, the general form of the coast; next, the same form filled in with the larger rivers and mountains; next, the general political divisions, the names of the different points being learned with each progressive step; and so on in regular and general progression, until the whole is complete. At first sight, a *complete* map confuses the child by its multiplicity of rivers, mountains, political divisions, towns, railroads, etc. etc. and the idea of being able to draw *that*, seems utterly impossible to him. But take, for example, the map of North America, as we have indicated, and when the outline of coast is to be drawn, cover up three-quarters of the map, leaving only one-fourth to be seen and studied; when this is mastered, exposing another fourth, and so on to its completion. Each of these tasks is but little more than the drawing of a single island, or mountain, which the child has already learned.

Thus, confusion of facts in the child's mind is avoided. Every geographical locality and division is learned systematically, and a knowledge of this branch acquired, that cannot be forgotten because it is progressive and simple.

I would respectfully submit whether such a course is not better than to use the plane-surface of a slate, or black-board, with the complete maps now in use.

*Arithmetic*, in the Primary School, is necessarily limited to the simple elements, counting, adding, and dividing. This, too, is best accomplished by the use of common things, brought by the scholars themselves, such as marbles, kernels of corn, buttons. These objects and similar ones would serve well to occupy the time of the children while not reciting to the Teacher. The fact of a result is all that such minds will grasp at first, as they mature they can reason how it is produced. The Numeral Frame, or Abacus, is of great utility in this branch.

*Grammar*, in the Primary School, has already been spoken of as a thinking lesson. Sentence-building, the construction of sentences with reference to the meaning only, not in the least to grammatical terms, will familiarize the scholar with the use of language, which is the great province of education.

Among the *General Exercises*, a very interesting and profitable one is that of suggesting some topic and allowing free conversation and questions about it by the scholars. It will astonish those who have not tried it, to find how the questions of very small children about common things will sometimes puzzle them.

The Teacher will often in these exercises realize the force of the reply made by the old negro to Chief Justice Marshal. The distinguished Chief Justice of the United States Supreme Court was traveling and had broken the shaft of his carriage; utterly at a loss what to do, he called a negro slave, near by, to aid him. The negro came, and with his hatchet cut a piece of wood and splintered it, and bound up the broken shaft, the Judge meantime looking on with singular interest. When the job was completed, said he, "Well now, Ned, tell me why was it I didn't think of that?" "Oh! Massa Marshal," said Ned, "I'll tell you the reason. You know some folks have a heap more sense than others."

So you will find sometimes, when you open that storehouse of oddities—a child's mind—that children have more sense on some subjects than adults. But it is an excellent exercise, and properly conducted not only benefits the children but spreads the contagion for investigation through the whole district, for children going home from such exercises will question their parents and set them to thinking. In Spelling, the system of word-building seems the most nearly based upon the natural order of learning. A spelling stick, a light frame, with a cross piece, (grooved to receive blocks with letters upon them,) is placed before the class and a letter inserted, as thus: A—then N prefixed, then M following it, and E after that, the sound of each block and combination being called for as it is placed. Topic lessons in spelling, too, are important. Why should the memory of a child be loaded with such heavy abstractions as in-com-pat-i-bil-i-ty—com-mu-ni-ca-tion, when it has not learned to spell the name of a single bone in its body, or article of food it eats, or clothes it wears. Spell through the table then—spell things up stairs and down stairs—out of doors and in doors—all things of common use and observation

Every child has use for such knowledge. Slates, for elementary drawing and alphabetical blocks, afford pleasant recreation for the little ones when not immediately engaged with the Teacher. Any of the oldest girls, or boys, can profitably direct their use.

Thus I have followed up, in its natural order, this department of education. I have spoken chiefly of the children of tender years, but experience will prove that the principles here discussed will, in more explicit development, apply with success to older classes. Some of the views here hinted at, you will find elaborated in the "Papers for Teachers," second series, a work recently published by Hon. Mr. Barnard, and one that furnish to Teachers of any grade a large amount of very valuable practical information.

Such a course of teaching is not alone due to the child, it is the legitimate object and purpose of our Common School system. It is confidently claimed as the result of a classical course of study, a collegiate education—that it disciplines and strengthens the mind, so as to fit it to grasp any subject. Now it is true that the mass of children, in this day, are educated in our Common Schools, and cannot study the Classics. If, then, we cannot so adapt our course of study and modes of teaching as to secure this development of the mental powers, especially those of thinking and reasoning, fitting our children for the practical duties of American citizenship, or American society, then they can get it no where. The Common School is truly called the "People's College," and just in proportion as we fail to discipline the reasoning powers, to develop the power of thinking, and thus impart mental strength, just so much do we detract from the advantages of our schools—the birthright of our children. The great secret of the triumphs of American mind, or Yankee enterprise, as other nations term it, is its quick perception and reasoning power. Now, let me ask, is not such a training as we have discussed the only true mode of securing this end? Is it not the only way to develop and establish such a mental power? It is the practical want of our lives in the circumstances which surround us, and if it is the true mode, how important that it should begin in the Primary School, and be followed up in logical order to manhood.

Our American educators are waking up to this fact. Prussia and European countries, have long since adopted this natural order of development as the basis of their system of instruction. They know, as has been truly said, "That it requires the clearest insight into the laws of mental life and action, and the springs of feeling; the broadest views of the philosophy of education considered both as a science and an art; and, the rarest combination of personal qualities, intellectual, moral, and social, that can well be conceived." Such are the sentiments of Barnard, of the lamented Mann, of Stowe, Philbrick, and others, of equal eminence in our own country, and of all the eminent writers of Europe upon the subject of education. Yet hardly any gentleman who has been connected with schools as Trustee, or Superintendent, will not be able from his own experience to substantiate my remark—that it is a common thing for the friends of parties who desire positions in our schools, to apply for them in the Primary Department, because the applicant is young and inexperienced, and cannot undertake any other. The main question in estimating the fitness of Teachers for the charge of a Primary School should be, "Have they a high degree of teaching power." The best scholarship is often connected with the poorest tact in teaching.

In Prussia, Scotland, and Saxony, the power of retaining and holding the attention of a class is held to be a *sine qua non* in a Teacher's qualifications. The use of such modes of teaching in a mixed school, is not so completely practicable as in graded schools. But by a little management in calling in the aid of monitors, or older scholars, of the class, they may be successful in the former.

But I have detained the Convention already too long.

It is no idle assertion that upon the Teachers in this State has devolved a public duty, more difficult and more delicate than has yet been performed in our favored land. We have, here, elements to blend, a social amalgamation to perform, that



has not existed elsewhere, in any of the colonies of early times in this country, or any State of recent date in our Union. The Pagan and the Christian, the differing opinions of representative men from all parts of the world, are to be blended to form a harmonious, peaceful, order-loving, community. During our day, at least, the children will represent the prejudices and opinions of their parents; hence, in teaching, we are to act directly upon these elements.

Here, too, is not an unimportant outpost of civilization, that can be guarded by the mechanically drilled soldier. The race of Californians, whom you are preparing for the field of action, are not to be, they cannot be, passive, or inactive. The circumstances of their location will force them into action, should they be ever so much disinclined to duty. Training such a people, molding such society, is pre-eminently your duty, Teachers of California.

In a valley in New England there is a small mountain; its summit inviting man to the enjoyment of scenery which, for its quiet beauty, in our country, at least, finds no rival. Almost encircling its base, a mere silvery band, winds the Indian Quon-ah-ta-cut; beyond its nether bank is expanded, almost to the limit of vision, the alluvial plain, fertilized by its annual deposits, while in sight, twenty villages, with their glittering spires, are partly concealed in groves of native oak. This valley is cultivated in one vast field, unobstructed by fences except at the village gates, and when the crops, in great variety, extending each in narrow strips, far back from the river, become vari-colored in their different stages of maturity, the scene is one of the most beautiful that can be presented to the eye. Industry, affluence, religion, and knowledge, seem to have clustered around that mountain, till the very air is filled with peace and joy.

What made Mount Holyoke thus bright, and all around so beautiful and lovely in its culture and adornings? How came the hand of industry to spread so bright a carpet over this lovely valley? Descend the mountain and pass through those villages, you'll hear the answer from every grove as the merry school-boy rings his shouts of joy. *The Free Public School is there!* It has tilled those fields, spread out those gardens, reared those spires of hope, filled those groves with homes of contentment, intelligence, and love. What others have done there, you are to do in California. Twelve years have not past, yet there are springing up the evidences that the power wielded alone by free education has established its empire here. The energy, enterprise, and activity, of the valley of the Connecticut has been already transplanted to our soil, and the day is not far distant when, from Monte Diablo, we shall see our valleys like those of New England, thickly dotted with free Common Schools and higher institutions of learning. Who that can add one to the number of these will not be worthier of a crown than the titled monarch, whose might has won kingdoms for him? God speed the day and richly reward those of you who thus unostentatiously, as Teachers, fight the battles of truth and freedom.

At twelve o'clock, M. the Institute adjourned.

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#### STATE EDUCATIONAL CONVENTION.

The Convention met at one, P. M.; President Moulder in the chair.

The minutes were read and adopted.

The names of new Delegates were registered.

#### Reports of Committees.

##### WRITING AND DRAWING.

The Committee on Writing and Drawing, report as follows:

Your committee appointed to examine and recommend a system of Penmanship and Drawing, would respectfully report :

That we have examined a number of different systems, all of which we find characterized by peculiar excellencies, and differing very widely from one another. Yet none of these combine so many of the principles of penmanship and drawing so requisite as that which was by its author explained to this Convention. As our reasons for recommending this work, we simply refer the members of this Convention to said lecture. We have carefully compared what was said by its author with the other systems, and take pleasure in indorsing all that was said in regard thereto. We would also state in this connection that the System of Penmanship of Mr. Burgess has been selected by the Board of Education of San Francisco, as shown in the following report of their Committee on Text-Books, viz :

“ THE BURGESS SYSTEM.

Your Committee on Text-Books beg leave to report :

That they have examined the System of Penmanship presented by Hubert Burgess, Esq. and approve of the same. The simplicity of the system, the progressive steps contemplated in the series of copies, the especial directions for each copy, the maxims, all relating to the subject of penmanship, the completeness in detail of the whole series, all commend themselves and impress us favorably. The author claims that the system is based upon the “ arm movement,” acknowledged to be the best known ; it contains explicit directions, for the guidance of the pupil, or Teacher, at the head of each page ; that the pupil is taught practically how to make every letter in both alphabets ; of what elements they are formed, and their relative proportions ; that the analysis of the capital alphabet is particularly simple, reducing the principles to but two elements ; that the system is not one of *imitation* but practically scientific ; that the whole, taken together, forms not only a complete system of copy-books, but a practical manual of penmanship.

Your committee fully indorse these claims, and recommend the following :

*Resolved*, That the Board of Education of the city and county of San Francisco fully approves of the System of Penmanship presented by Hubert Burgess, Esq.

*Resolved*, That as soon as practicable this Board will adopt and use said system in the Public Schools of this city and county.

Respectfully submitted,

C. C. KNOWLES,  
GEORGE M. BEERS.

To the Board of Education, San Francisco.”

It would be unnecessary for us here to state the reasons for recommending the System of Drawing, as they have already been laid before the Convention in a forcible manner.

All of which is respectfully submitted,

J. W. ANDERSON,  
SPARROW A. SMITH.

Mr. Burgess read a communication relating to his System of Writing, which he said would soon be published.

Report and communication were received and laid on the table, *pro tem*.

ON GRAMMAR AND COMPOSITION.

The committee appointed to examine various Text-Books on Grammar and Composition, report :

That out of a number of meritorious works on Grammar which have come under

their notice they recommend, for use in primary classes, "Clark's First Lessons," or "Greene's Introduction," and in more advanced classes, "Clark's Practical Grammar," or "Greene's Elements of English Grammar."

In this connection it may not be irrelevant to state what are the peculiarities of the works we have named. Each of the introductory works in question presents the elements of grammar in a series of oral exercises, and both carefully avoid discussion of points not readily understood by the young pupil. Each work appears to have been the result of the conviction that whilst the science of language, in its more abstruse developments, tasks the energies of mature minds, yet its more practical features may be vividly exhibited to children. In "Clark's Practical Grammar," and in "Greene's Elements," the student is led by an inductive system of analysis, to investigate the structure of sentences. Due attention is paid in both systems to a thorough course of etymological and syntactical parsing; each word is considered, primarily, with respect to its form; secondarily, with respect to its office—which latter determines its part of speech. The analytical explanations of Clark are more concise than those of Greene.

Diagrams are made use of in Clark's system as an important aid to analysis; and the black-board—that great co-laborer of the modern Teacher—enlivens, in part, this ordinarily dry study. Though to the grammatical tyro diagrams may appear supererogatory, yet they are philosophical and easily mastered. The objection might be raised that they constitute no essential part of language. The same objection will apply to geometry, geography, and arithmetic; yet emblems are very properly considered as almost indispensable in the study of these branches of education. By the aid of lines, the assistance of the eye is given to the mind; and the faculty of memory being less exerted, that of judgment has more control of the mental powers. Abstract truths thus become tangible.

Clark's system has been adopted by the New York State Normal School, and has been officially recommended by the Superintendents of Public Instruction of Illinois, Wisconsin, Michigan, and Missouri.

The committee also recommend to the acquaintance of Teachers, "Weld and Quackenbos' New English Grammar." As text-books on composition, the committee unanimously recommend for beginners, "Quackenbos' First Lessons in Composition;" and, for more advanced students, the same author's "Course of Composition and Rhetoric." The committee are, however, of the opinion that an excellent work on composition is yet a desideratum; the works recommended are compilations of previous works on the same subject, on an improved plan.

Respectfully submitted,

M. I. RYAN,  
H. B. JANES,  
MARIA TOTHILL.

The report was received and laid on the table, *pro tem*.

#### ON GEOGRAPHY AND HISTORY.

The report of the Committee on Geography and History was then read, as follows:

The Committee on Geography and History would respectfully submit the following report: After having carefully examined the various Text-Books on Geography, they arrived at the following conclusions:

1st. For a Primary Geography, that of Cornell stands unrivaled in point of simplicity, scope, and general arrangement and matter of questions. "Warren's Primary" they consider too complicated for a first book, and others are deficient in arrangement.

2d. They find "Cornell's Grammar School" superior, as a whole, to any other. The committee is well aware that other intermediate works possess many excellent

qualities, particularly Warren's. The descriptive in Warren's, and the arrangement of the descriptive with the map questions, they consider superior to Cornell; but the maps of Cornell and the map questions, in regard to both arrangement and matter, they consider as excelling all others. Having examined the two works page for page, carefully and critically, they are of the opinion that Cornell's is entitled to the preference.

3d. They would recommend "Cornell's High School Geography" for the use of Teachers only, as they consider it altogether too cumbersome for the use of pupils. As a compendious work on Geography, and a work for reference, it stands unrivaled.

4th. They consider "Warren's Physical Geography" a book of superior merit and the best extant, and would recommend its adoption.

5th. They find "Cornell's Outline Maps, with Keys," for the use of the pupils, superior to any work of the kind, and as indispensable in teaching geography with rapidity and precision. They recommend their use, most emphatically.

6th. They find "Holbrook's Common Terrestrial Globes" superior to any other, and recommend their adoption; also, "Holbrook's Slate Globes." An additional reason for advising the introduction of these globes is that they open the way for the introduction of Holbrook's apparatus complete.

7th. In regard to Histories, the members of the committee are of opinion that "Lossing's Primary," and "Lossing's Pictorial Histories of the United States," form a series excelling all others in quantity, terseness, quality, and general arrangement, and recommend their adoption. For a general history, they are of opinion that Worcester's combines more excellent qualities than any other, and recommend it.

In making the above recommendations, the committee have attempted to supply such works as would best meet the wants of all sections of the State, and they believe that the above mentioned text-books, in the hands of efficient and judicious Teachers, would be the best medium of imparting a complete and thorough knowledge of two of the most important branches of a Common School education.

All of which is respectfully submitted,

J. B. MCCHESENEY,  
J. D. LITTLEFIELD,  
Committee.

Report was received and laid on the table, *pro tem*.

#### ON MATHEMATICAL SCIENCES.

The following is the report of the Committee on Mathematical Sciences :

The Committee on Mathematical Sciences report that they have had under consideration text-books of various authors on the different branches of that subject. They have considered the necessity of selecting a series of works for use, in the Public Schools, distinguished for its popular, simple, concise, practical, and critical, character. They therefore recommend Prof. Charles Davies' "Elementary Algebra;" "Elementary Geometry;" and "Practical Mathematics, with Drawing and Mensuration, applied to the Mechanic Arts." They also recommend a reference on the part of the Teacher to Prof. H. N. Robinson's "Algebra," "Geometry," "Surveying," "Analytical Geometry," and "Calculus;" and to Prof. Gillespie's "Land Surveying."

JOSEPH HOLDEN,  
THOS. S. MYRICK,  
CHAS. S. MCARTHUR,  
Committee.

Report was received and laid on the table, *pro tem*.

## ON MORAL SCIENCE AND MUSIC.

The following is the report of the Committee on Moral Science and Music :

Your committee recommend the following text-books upon Moral Science and Vocal Music: For High Schools—"Elements of Moral Science," by Dr. Wayland. This work possesses undoubted literary merit, and is sufficiently comprehensive to form a complete system of ethica. Such a system necessarily includes the subject of "Personal Liberty." We do not think that the objections to this work, which have recently been published by Mr. Montgomery and others, are of sufficient weight to cause its exclusion from our Public Schools.

For Intermediate, Grammar, and Mixed, Schools—"Elementary Moral Lessons," by M. F. Cawdery. This book contains thirty-two moral precepts, each of which is forcibly illustrated by two or more interesting narratives, adapted to the minds of pupils in the departments for which the work is selected.

For a text-book upon Vocal Music for High Schools, and the first class for Grammar and Mixed Schools, we have selected the "Musical Bouquet" and "Institute Choir," by Wm. B. Bradbury and Chas. C. Converse; and for other departments, in which a text-book is required, the "Golden Wreath," by L. A. Emerson.

Respectfully submitted,

ELLIS H. HOLMES,  
D. C. STONE,  
MISS A. S. BARNARD,  
Committee.

Report received and laid on the table, *pro tem.*

## MINORITY REPORT.

The following is a minority report from same committee :

As one of a committee appointed to examine text-books on Moral Science and Music, I would report that I agree with E. H. Holmes, D. C. Stone, and Miss A. S. Barnard, in the recommendation of the music books named in their report; and, also, of "Elementary Moral Science," by M. F. Cawdery; but dissent from them in recommending "Wayland's Moral Science," which treats at length of the subject of slavery in the chapter entitled, "Personal Liberty."

Whatever views may be entertained upon the subject of slavery as an abstract question, it must be acknowledged on all hands that it is a legal institution in a portion of our country, and recognized as an existing fact by the Constitution of the United States. It is also an indisputable fact, that the continual agitation of this subject in Congress and throughout the North, has resulted in the dismemberment of our Union.

If our Federal compact is to be restored, it must be by leaving the domestic institution of the South to the exclusive control of the South, and relieving that portion of our country from the danger in which the continued discussion of this subject must involve it. But how is this agitation of the question to be stopped if our school text-books are to be full of it, and the youth of our country are to be taught to abhor the evil and the section where it exists, notwithstanding the fact that the political relationship of the North and the South forbids this irritation of sectional feeling, and the jeopardizing of sectional interest? It is for reasons of policy and duty, politically and socially considered, that I object to the use in our Public Schools of any text-book, which treats of the subject of slavery. I should have no objection to the use of an edition of "Wayland's Moral Science," with the chapter on "Personal Liberty" omitted, and a slight modification of other parts of the work; but I cannot approve of its introduction into our Public Schools in its present shape.

Respectfully submitted,

LUCY A. M. GROVE.

## ON OBJECT-TEACHING, CALISTHENICS, AND GYMNASTICS.

The Committee on Object-Teaching, Calisthenics, and Gymnastics, recommended the following works for use of Teachers :

*On Object-Teaching.*—"Pleasant Pages for Young Readers"—Allen & Spier, San Francisco. "Papers for the Teachers," by Henry Barnard.

*On Calisthenics and Gymnastics.*—"The Family Gymnasium"—Fowler & Wells, New York.

JOHN SWETT,  
L. C. VAN ALLEN.

## ON SCHOOL REPORTS AND REGISTERS.

Mr. Denman submitted the following report :

Your Special Committee, to whom was referred the subject of recommending some uniform system of Class and Term Register, and School Reports, have carefully investigated the subject, and unanimously report in favor of adopting a general system of collecting school statistics throughout the State and Union.

We have examined several different kinds of School Registers in use in this and the eastern States, but the subject is one of such importance that we do not feel authorized to recommend for your adoption any particular form, or system, for the present. We would therefore recommend that a Standing Committee of three be appointed to act in conjunction with the Superintendent of Public Instruction to arrange a uniform system of School Registers and Reports, and recommend the same for the adoption of the State Board of Education. Your committee would also recommend that these reports contain complete and reliable statistics in regard to the attendance, absences, tardiness, and truancy, in school. Also the correct method of obtaining the average and per centage of attendance.

School discipline is also a subject which has not received that attention which its importance in connection with the training of youth demands. We therefore desire to specially recommend the necessity of reporting the number of cases of corporeal punishments inflicted during the term, or year, with remarks in regard to the offense, and the effects and results accomplished.

We would also recommend that the State Board of Education furnish each district in the State with these blank Registers and Reports, and that Teachers be required to certify to the correctness of their returns to the County Superintendent before they can receive their salary.

Respectfully submitted,

JAMES DENMAN,  
O. J. MEAD,  
B. M. HANCE,  
JOHN GRAHAM.

## ON PERMANENT ORGANIZATION.

The Committee on Permanent Organization reported through the Chairman, Mr. Shearer.

Report tabled, *pro tem*.

## Unfinished Business.

The motion of Mr. Daken, to reconsider the vote by which the Convention adopted the resolution limiting the admission of pupils to those between the ages of six and twenty-one years, was taken up and a very animated discussion ensued, in which Messrs. Hamilton of Napa, Nevins, and Denman of San Francisco, participated.

The motion to reconsider was carried.

Mr. Cooper, of Humboldt, offered the following substitute to the resolution last named :

*Resolved*, That School Trustees and Boards of Education, should have discretionary power to limit the age at which children shall be entitled to admission into the Public Schools under their charge to the period between six and twenty-one years ; *provided*, that nothing herein recommended is intended to change the basis on which State and County School Moneys are distributed.

After debate, the whole subject was indefinitely postponed.

Mr. Haskins, of Yuba, moved to reconsider the vote by which the Convention substituted "six to twenty-one years," for "four to eighteen years," in the resolution originally offered by him providing for the basis on which the School Fund belonging to a district should be distributed, in case of the division of a district during a school year.

The vote was reconsidered, the amendment rejected, and the resolution, as originally offered, adopted.

Dr. Collins, of San Joaquin, proposed the following :

*Resolved*, That the whole subject of the selection of Text-Books, together with the reports of sub-committees, be referred to a committee appointed by the President, consisting of one from each county, who shall report to a subsequent Convention, or to the State Board of Education, to be embodied in their next report to the Legislature.

Pending the discussion on the above resolution, a motion to adjourn was made.

Carried.

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## SIXTH DAY.

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STATE INSTITUTE.

SATURDAY, June 1, 1881.

The Institute was called to order at ten, A. M.

The President introduced the first Instructor of the day, Mr. Theodore Bradley, of Solano, who delivered an able and instructive address upon "The End of Grammatical Study and the Proper Means to that End."

After the conclusion of Mr. Bradley's address, the President introduced the second Instructor of the day, Mr. George W. Bunnell, of San Francisco, who delivered an

### Address upon the Art of Memory.

**LADIES AND GENTLEMEN:**—For the liberty I take in thus trespassing upon your time and attention, I can only find an excuse in the reflection that perhaps I may

present to you in a new light a subject, "The Art of Memory," which cannot but be of engrossing interest to every Teacher. For what, among the many and laborious tasks of the Teacher, is more irksome than the perpetual repetition and drill to which every pupil must be faithfully subjected before he can be sent forth from the many stamps of the mint of education, a bright and perfect coin, with every fact projecting sharp and salient from the tablet of the memory? And what obstructions are more insurmountable in the ever-ascending path of knowledge than those bristling files of dates and figures—*terrible* to the *heart* of every school boy—with which many a study besides that of history is encumbered? How *very few* persons can be found who have, as the saying is, the *power*, or *faculty*, of recollecting figures, every one within the sound of my voice is aware.

As a test of this fact, though one is scarcely needed, I will call upon any one present to rise, who is confident of the ability to give, for instance, the latitudes and longitudes of any twenty of the principal cities of the world. The one proposing to do this to have the privilege of choosing any cities he pleases.

Again, should I call upon you to give the year of the death and the age of each of as many illustrious men of the past, whose names are as shining lights and imperishable monuments along the vista of by-gone years; and should I add the one hundred and fifty dates which form a skeleton of ancient profane history; the one hundred and fifty-six figures indicating the ratio of the circumference to the diameter of the circle; the greatest elevations of the globe; the most important comparative velocities; a selection of the specific gravities of, say a hundred substances; the population of the most important cities of the world; an entire summary of a census of the United States; the numbers attached to the sixty-four squares of the chess-board, which the Knight will touch upon, as contained in the celebrated problem of Euler—which numbers, I venture to say, the mathematician himself could not for the life of him remember, although his feats of memory were prodigious and incredible; a selection of the most important, scientific, artistic, and other facts; the names of the monarchs of England from the earliest times—in all fifty-six—calling upon you to give the order of each, counting from the beginning of the first dynasty; the date of his accession to the throne, and the number of years of his reign; tables of the constellations, comprising the number of stars in each; of the decrease of the degrees of longitude, and of temperature according to the altitude; and, leaping from things mundane to the starry heavens, should I, in all seriousness, request you to give the mean distances of the planets from the sun, their diameters, volumes, degrees of light and heat; the diameters of, and their inclinations to, their orbits; years required to go to each, annual revolutions, velocities, surface in square miles, possible population, and other innumerable facts in regard to them, which I might mention, almost *ad libitum*—should I, I repeat, call upon you to answer these questions without explaining myself, and on your refusal, perhaps, tell you that it is in the power of each and all of you to master a system, and that too, with but little labor, that would enable you to carry all this mass of information, and much more, with you to the grave, I am afraid I should be laughed at—perhaps pitied, for my apparent folly. But, ladies and gentlemen, I assure you this is all within your reach.

The system by which these wonders may be accomplished was invented by a French Astronomer and scholar, by name Frances Fauvel Gouraud. What, perhaps, more than any thing, induced him to attempt the perfection of a system of artificial memory, was his own constitutional inability to recollect dates, or figures. Indeed, he says of himself, that his memory of figures was so defective that he had never been able, when a boy at school, to remember even the date of his own birth, an epoch a hundred times learned by him and as often forgotten. This we may well credit, though extraordinary—setting aside the corroborative fact that many instances of this kind have been observed—when we recollect that many are able to remember facts and words with ease who are totally powerless to permanently store up in the mind dates and figures. The system was only carried out to its



present extent, after years of study and experiment. He took for his basis the system of Aimé Paris, who founded his work upon the system of Feinaigle, who had for his predecessor the learned theologian, Dr. Grey, Rector of Hinton, in Northamptonshire, England. And, to go yet further back into the misty past, Cicero, in his "De Oratore," and Quintilian, give the honor of the first invention for assisting the memory to Simonides, a lyric poet of Cos, who flourished about the sixty-first Olympiad, and whose death is dated at the year 467 B. C.

It may not be uninteresting to briefly glance at a list of some of those notables, who are said to have possessed great powers of memory. The first authenticated specimen of prodigious power of memory may be observed in the case of good father Adam, as we learn from Genesis, chap. II, verses 19th and 20th, as follows:

"And the Lord God, having formed out of the ground all the beasts of the earth, and all the fowls of the air, brought them to Adam to see what he would call them," etc. "And Adam called all the beasts by their names, and all the fowls of the air, and all the cattle of the field," etc.

Without considering how Adam obtained a knowledge of those names, we must admit that his memory must have been titanic indeed, to have gone through the whole catalogue of appellations, and not created irremediable confusion. Pliny says that Cyrus knew by heart the names of all the officers and soldiers of his armies—and they were not a mere handful.

The Emperor Otho is related to have owed, in a great measure, his accession to the Empire of the world to his great power of retaining names. He had learned the names of all the soldiers of his army when he was their companion as a simple officer, and he used to call every one by his proper name. The soldiery, flattered at what they considered a mark of sympathy from Otho, persuaded themselves that if ever elevated to the supreme power, such an Emperor could not forget in the distribution of his imperial favors any one of those whose names he remembered so well. In consequence of this seemingly wise reflection, as soon as Otho raised the standard of rebellion against Galba, they all declared in his favor, and opened to him the path of universal sovereignty, by helping him to overthrow his competitor for the throne. But it appears that Otho had not a memory very tenacious, for we learn that three months afterwards his soldiers perceiving, doubtless, that he was beginning to forget them, abandoned him to his fate—when Vitellius, in his turn, attempted to tear from his grasp that scepter which ninety-five days before he had himself snatched from the hand of Galba.

But if *memory* gained a throne for Otho, however short his reign may have been, this single example would be sufficient to prove—a thing certainly unnecessary before an audience of *Teachers*—that a *good memory* is not a thing to be disdained, and that we ought not to neglect any opportunity that may present itself to strengthen, improve, and enrich, this precious intellectual faculty in which such a number of people are deficient. Would the time permit, I could mention perhaps fifty individuals who have been spoken of in history as the possessors of remarkable memories. Among them are those who were distinguished by a power of remembering isolated words; some, languages; others, who had memories for calculation, as Wallis, Buxton, Colburn, and Euler; others, prose, as Portius Latro, the orator Hortensius, the Emperor Adrian, Justus Lipsius, Bourbon, and many more.

How insignificant is the number representing those whom we know to have been possessed of remarkable memories, when compared with that which denotes the millions of human beings that have lived and died since the world began.

I have had prepared a manuscript containing the problem of the ratio of the circumference to the diameter of the circle, carried out to one hundred and fifty-four places of decimals; a table of one hundred and forty-four historical dates; a selection of some of the greatest elevations of the globe; the latitudes and longitudes of seventy-two of the principal cities; a selection of comparative velocities; the deaths and ages of great men; and a selection of the dates of scientific and other important discoveries. If it is agreeable to you, I will put this selection into the

hands of a committee of ten, and request them to propound to me any questions contained therein, in any order they, or you, may wish, that I may practically illustrate to you in a very small degree—owing to the short time which has elapsed since I first became acquainted with the method—the power of the system which has enabled me by about twelve hours of study, at intervals during the last three weeks, to fix in my memory the figures above referred to.

A committee of ten having been appointed by the chair, questions, taken at random from the mass of facts above mentioned, were propounded to the lecturer, who answered them instantaneously, without making a single error. The audience having been fully satisfied of the speaker's ability to give any date, or figures, contained in the list in the hands of the committee, he proceeded to briefly explain the fundamental principles of the system as follows:

I must preface my explanation of the principles of the art of memory by reminding you that I can, in the limited time allotted me, do no more than give a mere outline of the basis of the system. Nor can I hope, therefore, to make all present perfect adepts in the science; but merely to give you as strong proof of its extreme *simplicity* as that I have presented of its *power*. The consonant sounds of the language are made by an ingenious classification to represent the ten Arabic characters of the decimal notation. In this way we are enabled to represent *figures* by *words*, which connected, as I shall presently illustrate, with the events of which the dates are to be memorised, are ten thousand times more easily remembered than the figures themselves, and which remain daguerreotyped upon the memory with wonderful permanency.

The connection between the sounds and the letters is shown in the following table:

S A T A N    M A Y    R E L I S H    C O F F E E - P I E.									
Primitive sounds...	S	T	N	M	R	L	Sh	K	P
Correlative sounds...	Z	D	.....	.....	.....	.....	J	Gh	B
	C soft	.....	.....	.....	.....	.....	Zh	Qu*	Ph
	.....	.....	.....	.....	.....	.....	Ch	.....	.....
	0	1	2	3	4	5	G	7	9

X—K, S, (7, 0,) or K, Sh, (7, 6,) A, E, I, O, U, and W, H, Y, have no numerical value.

The only thing necessary to be learned, in order to commence the application of the system, is the above table, so philosophical in its arrangement, that, once learned, it can never be forgotten. One should acquire, as an initial step, the faculty of reading the sounds as figures, and *vice versa*.

Let us now consider the method of adapting the system to the memorization of dates. For an example, I will take the date of the *invention of letters by the Egyptian Memnon*, which is said to have occurred in the year 1821, B. C.

*First*—We select the most appropriate word containing the consonant *sounds* required to stand for the figures of the date. Among others we find the words *divine idea* [containing the consonants D (1), V (8), N (2), D (1).]

*Secondly*—The mnemotechnic words are to be connected with the event; thus, the *Invention of Letters by the Egyptian Memnon*, may justly be considered a "Divine Idea."

\* And c hard, before a, o, u, as in cap, cup, out; also, ch hard, as in character.

For the date of the *passage* of the Red Sea we may adopt the formula: At the passage of the Red Sea the armies of Pharaoh met their death in a "Watery Bed." [T (1), R (4), B (9) D (1).]

Time will not allow me to give more of these examples, many of which (as Gouraud justly remarks) seem to indicate that the figures have been adapted to the words, not the words to the dates.

I have been able to give but a very cursory illustration of the principles which underlie this science (for it may be called such), yet you must all agree as to its simplicity.

I now propose to ask your attention a short time longer, that I may state *how* this system of mnemotechny, or art of memory, may be adapted to the use of the children in our schools. It is plain that it would be an easy task for children, with minds sufficiently matured to pursue with success the study of grammar, to acquire, from the black-board, in progressive lessons, a thorough knowledge of the simple principles upon which the whole system depends. After these have been fully learned, the formula, composed by the Teacher for the dates of the history they may use, should be dictated to them, and the connection between the event and the mnemotechnic word carefully explained, for it is necessary that this connection should be perfectly comprehended by the learner, so that when the date is called for, the essential word may instantaneously occur to the mind. What I mean by "explaining the connection," I will illustrate. Troy, as Virgil tells us, was destroyed by a sacking conflagration. The houses were chiefly of wood, and the destroying flames undoubtedly very hot. So that we can safely say that, the *destruction of Troy* was completed by the raging flames of a

Hot Wood Fire.

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This last phrase, as you will see by referring to the table, would represent, upon its analysis, T, D, F, R, 1184; and certainly it will be difficult for you to think of Troy without thinking also of these mnemotechnic words.

It may be readily perceived that the study of historical dates by this method, instead of being a hateful task to the student, will become a delightful amusement and a pleasing interruption of the monotony of school labor.

It was Gouraud's intention to publish a volume containing the dates of United States history arranged according to his plan; but I believe his death prevented the accomplishment of his purpose. It would then be necessary for the Teacher to compose the formula, and give them to the class to be copied and learned.

M. Gouraud, by an extension of the principles which I have partly explained, has brought it within the reach of every Astronomer to carry in his mind a complete vocabulary of his science, containing facts that, before the advent of Gouraud, the wildest imagination would not have conceived the idea of memorizing; within the reach of every student to have always with him a full encyclopedia of the dates of facts which he has learned, and which, were it not for the dates, would be a confused sea of mixed information, upbearing upon its turbulent surface a *few figures*, like *rari nantes in gurgite vasto*, uncertain of their existence, and liable at any moment to sink for ever into the abyss beneath them; within the reach of every Schoolmaster, beleaguered by a regiment of rigid examiners, to overwhelm the attacking parties with stubborn files of unbending figures; and last, but not least, within the reach of every poor boy, with even a limited amount of brains, who cannot, perhaps, attend school long after he is tall enough to pass goods over a counter, to put to shame many a person of greater intellectual pretensions, who acquired his historical knowledge by hum-drum and mechanical repetition.

This great genius who has killed, by one brilliant effort of his intellect, that *monstrum, horrendum, ingens, informe*, of the student of history, or the statistician—figures and dates—well deserves to be ranked as one of the great educational minds of the age. In this era of Free Schools and Free Libraries, which bring a good education within the reach of every one, when the man who can discover any better method

of acquiring information, who can shorten the tedious and oftentimes unintelligible processes of the old authors, who adds a pillar, or ornament, to the temple of knowledge, enjoys a greater triumph and secures a more lasting renown, than were gained in times of superstition and ignorance by the grim and stalwart warrior riding homeward with the armor of his slain enemy clanking at his saddle-bow, Gouraud may take his stand among the highest, and gain by the comparison.

To us, the Trainers of the actors yet to take positions in the drama of life, he has bequeathed, dying, a rich legacy ; and let us not unthinkingly reject it.

At the conclusion of Mr. Bunnell's address, a resolution was adopted returning the especial thanks of the members for his interesting exercise.

The Institute then adjourned.

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#### STATE EDUCATIONAL CONVENTION.

Immediately after the adjournment of the Institute, the Convention assembled.

On motion, the reading of the minutes was dispensed with.

The names of additional Delegates were registered.

Mr. Ryan, of San Joaquin, offered a resolution returning the thanks of the Convention to the various companies and individuals who had conferred favors upon the members, and to the officers of the Convention.

Mr. Moulder called Mr. Nevins to the chair, and offered a substitute for the original resolution.

The substitute was accepted by Mr. Ryan, and, as amended, reads as follows :

*Resolved*, That the thanks of the State Educational Convention of California are due, and are hereby tendered, to Capt. James Whitney, Jr. President of the California Steam Navigation Company ; to Chas. Minturn, Esq. President of the Petaluma and Contra Costa Steam Company ; to James B. Larue, Esq. President of the steamers San Antonio and Oakland ; to Capt. E. J. Weeks, of the Suisun and Napa lines of steamers ; to J. P. Robinson, Esq. Superintendent of the Sacramento Valley Railroad ; to Messrs. Green & Co. Couch & Co. and Wooley & Co. proprietors of stage lines in Amador County ; and through those gentlemen, to their respective companies, for their liberality in transporting Delegates to and from this Convention free of charge ; to John W. Tucker, Esq. for his generous offer of the Academy of Music for the use of this Convention without charge ; to Mr. Badger, for the use of the piano placed at our disposal ; to the Mercantile Library Association, for the tender of their rooms, etc. to the Convention ; to the proprietors of the International, and other hotels, of San Francisco, for favors extended to members ; to Messrs. Bancroft & Co. Hodge & Wood, Carl & Flint, J. J. Lecount, and Tyler Bros. booksellers, for the courtesies extended by them to the Committees on Text-Books, and to the Teachers' Association of San Francisco, for the Complimentary Re-Union given by them to delegates from the interior of the State ; and that the officers of the Convention notify the gentlemen named of the passage of this resolution.

*Resolved*, That the thanks of this Convention are also tendered to Messrs. George W. Minns, Hubert Burgess, John Swett, James Denman, Henry B. Janes, Theodore

Bradley, and George W. Bunnell, for their able and instructive addresses before this Convention.

The resolutions, as thus amended, were unanimously adopted.

At the suggestion of Mr. Linden, of Alameda, Mr. Ryan again offered his second resolution, as follows :

*Resolved*, That the especial thanks of this Convention are hereby tendered to Hon. A. J. Moulder, our present worthy State Superintendent of Public Instruction, for providing, as Lecturers in the State Teachers' Institute, gentlemen whose lectures prove them an honor to the profession and bear ample testimony to their experience and ability in the art of teaching.

The resolution was unanimously adopted.

President Moulder briefly returned thanks for the flattering acknowledgments of his services. He expressed much gratification at the success of this, the first Institute organized in California. It was more, or less, an experiment, but the experiment had worked well. It had enabled him to see where defects existed, and wherein improvements could be made, and in the next Institute convened, he would take measures to remedy those defects, and adopt those improvements.

Mr. Denman stated that the schools of San Francisco would reopen on Monday, and invited Delegates to visit them.

On motion, Mr. Swett was added to the Committee on Educational Journal.

At the request of Mr. Mitchell, Teacher of Music in the Public Schools, President Moulder offered the following resolutions on music :

*Resolved*, That music is an important branch of education.

*Resolved*, That it is the duty of all Teachers to acquaint themselves with a practical knowledge of simple melody and the theory of "musical notation."

*Resolved*, That it is the duty of the different Boards of Education to provide for musical instructions in the schools under their charge.

The resolutions were adopted.

Mr. Mitchell, assisted by Messrs. Elliott, Horton, and Mr. Scott, Pianist, led the Convention in singing—

*Songs* "America," to the air of "God Save the Queen," by the Convention. "Star Spangled Banner," by Mr. Mitchell, chorus by the Convention.

At half past twelve, P. M. the Convention adjourned, to reassemble in an hour.

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#### AFTERNOON SESSION.

The Convention reassembled at half past one, P. M.

President Moulder in the chair.

**Unfinished Business.**

Mr. Denman moved to take up the resolution of Mr. Collins, providing for the appointment of a committee of one from each county, to whom should be referred the reports of the various Committees on Text-Books, with instructions to examine and report to the next Convention, or to the State Board of Education.

The motion prevailed.

On motion of Mr. Leonard, the resolution was so amended as to authorize the President to increase the committee at discretion.

Adopted.

The President appointed the following gentlemen upon

**The State Committee on Text-Books.**

GEORGE W. MINNS, San Francisco ..... Chairman.

Dr. W. P. GIBBONS, Alameda,	E. J. SCHELLHOUSE, Placer,
S. R. DE LONG, Amador,	J. W. ANDERSON, Sacramento,
J. B. MCCHESENEY, Butte,	M. I. RYAN, San Joaquin,
JOHN BAGNALL, Colusa,	FREEMAN GATES, Santa Clara,
JOSEPH HOLDEN, Calaveras,	H. S. LOVELAND, San Mateo,
C. S. MCARTHUR, Contra Costa,	A. P. KNOWLES, Santa Cruz,
B. F. DORRIS, Del Norte,	J. D. LITTLEFIELD, Solano,
M. A. LYNDE, El Dorado,	M. E. BAKER, Sonoma,
SOLOMON COOPER, Humboldt,	JAMES S. JACKSON, Sierra,
J. H. PARKS, Marin,	THOS. A. LEGGETT, Stanislaus,
G. H. STRONG, Monterey,	R. W. WILSON, Tehama,
J. M. HAMILTON, Napa,	JOHN GRAHAM, Tuolumne,
JOHN C. WELLS, Nevada,	O. L. MATTHEWS, Yolo,
D. C. STONE, Yuba.	

**AT LARGE.**

JAMES DENMAN, San Francisco,	JOHN C. PELTON, Yuba,
HENRY B. JANES, San Francisco,	H. A. PIERCE, Yolo,
Dr. C. COLLINS, San Joaquin,	C. J. FLATT, Solano.

On motion of Mr. De Long, of Amador, the committee were requested to meet in San Francisco one week before the meeting of the next Convention.

**Report on Permanent Organization.**

The report on Permanent Organization was taken from the table.

The committee to whom was referred the drafting of rules for a permanent organization of the Teacher's Convention, would beg leave to submit the following preamble:

For the promotion of the cause of public instruction in California, and the elevation of the profession of teaching, we adopt the following Constitution:

**ARTICLE I.** This organization shall be known as the "California State Teachers' Convention."

ART. II. The officers of this association shall consist of a President, Vice-President, Corresponding and Recording Secretary, and Treasurer, who shall be chosen by a majority of the members present—except the President.

ART. III. The Superintendent of Public Instruction for the State, shall act as President of this Convention, whose duty shall be to preside at all regular meetings, deliberate on all questions brought before the Convention, and to appoint all Special and Standing Committees. It shall be the duty of the Vice-President to preside in the absence of the President.

ART. IV. It shall be the duty of the Recording Secretary to keep a correct record of the proceedings of the Institute. It shall be the duty of the Corresponding Secretary to correspond with the different County Superintendents on business relating to the Institute.

ART. V. It shall be the duty of the Treasurer to receive all moneys intrusted to his care by the Institute, and to pay out by order of the Secretary.

ART. VI. Any person who is engaged in teaching in any of the departments of public instruction in the State, or in any Private School, College, or University, or engaged in editing any educational periodical, or any Superintendent of Schools in the city, or county in the State, shall be eligible to membership. Applications for membership shall be made, or referred, to a committee; and all applicants recommended by said committee shall be entitled to the privileges of the Convention by signing the Constitution. Honorary members may be admitted.

ART. VII. The first meeting of this Institute shall be held the first Tuesday of November, 1861, and semi-annually thereafter, at such places as the majority of members may agree upon, and notice of which shall be given by the Corresponding Secretary, one month prior to said meeting, by publication in different papers of the State.

ART. VIII. The Constitution may be amended by a two-thirds' vote of members present.

J. M. SHEARER,  
J. BURNHAM,  
H. J. SPENCER,  
Committee.

The several articles were considered separately.

Article first was adopted.

Article second was amended by substituting "Vice-Presidents" for "Vice-President."

Articles third and fourth were adopted.

Article fifth was amended by substituting "Convention" for "Secretary."

On motion, the word "Institute" was stricken out wherever it occurs, and the word "Convention" substituted for it.

Article sixth was amended by adding to the list of those who shall be eligible to membership, "Past State, County, and City, Superintendents of Public Schools, Trustees and Members of Municipal Boards of Education."

The last clause of article sixth was amended so as to read: "Applications for membership shall be referred to a Committee on Credentials."

Article seventh was so amended as to read: "The time and place of the meetings of the Convention shall be the same as

those designated by the State Superintendent for the meeting of the State Institute."

Article eighth was adopted.

The articles, thus amended, were then adopted as a whole, as the Constitution of the State Educational Convention.

#### **School Lands, etc.**

Mr. Denman introduced and supported, in a few remarks, the following resolution :

*Resolved*, That our delegation in the Congress of the United States, Hon. Jas. McDougall and Hon. Milton S. Latham, are hereby requested to use their influence and earnest endeavor to secure the passage of a law authorizing the location and sale of School Lands in California, in lieu of those sections in the mineral districts, which have not been located.

Adopted.

#### **Duty of Parents.**

Mr. Minns offered the following :

*Resolved*, That in the opinion of this Convention it is the duty of parents and guardians of children to visit the schools attended by them ; that, by so doing, they will manifest an interest in the schools, encouraging alike to the Teacher and scholar, and will render essential service to the cause of public education ; and that we cordially invite and earnestly urge the friends of our pupils, the friends of education, and the public generally, to visit at any time the schools under our charge, and to witness the regular exercises.

*Resolved*, That we also call the attention of all having the care of children to the importance of sending them to school regularly and punctually.

Adopted.

#### **Officers, etc.**

On motion, the present officers were continued in their positions until the organization of the next Convention.

Mr. Tait was appointed Corresponding Secretary, and Mr. Leonard Recording Secretary.

#### **Communication.**

A communication from a lady was read by Mr. Nevins, recommending the adoption of a Text-Book on Morals.

Received and placed on file.

#### **State Journal.**

Mr. S. A. Smith offered the following report on the State Journal :

The committee appointed to take into consideration the establishment of a State Teachers' Journal, and to report a plan of operation for the furtherance of this object, have had the same under consideration, and beg leave to report.

It is believed that such a journal, properly conducted and well supported, might be made very valuable to the Teachers as a frequent and accessible means of communication with the best of the talent engaged in the profession, and beneficial to



the cause of education throughout the State. Other interests have their organs—farmers, miners, merchants, doctors, etc. have their respective publications established to advocate their views and to communicate that information necessary to each in his calling. But the great cause of Public Education in California has no organ in which Public School Teachers may advocate their own cause, discuss all questions, and express their opinions upon all measures affecting the condition, or welfare, of the Public Schools of the State. In their opinion, our Educational Journal is to contain general intelligence, informing the Teacher of anything interesting, or important for him to know in his profession, which might occur in any part of the world; articles upon the best method of teaching; notices of books the most useful to Teachers; questions for examination in the different branches taught in Common Schools, and essays, original, or selected, upon any subject interesting to Teachers.

Furthermore, it is the opinion of your committee, in order that an enterprise of this kind should succeed, it must receive the hearty support of every Teacher in this State; every Teacher should show his interest in the work by *subscribing for it*, and as many as possible should write for it.

Therefore, since it is necessary, as a preliminary step, to ascertain whether such a journal as is contemplated will receive a sufficient number of subscriptions to place it upon a firm footing, we submit the following resolution for your adoption:

*Resolved*, That a committee of nine—five to reside in San Francisco, and four in different parts of the State—be appointed to enlist the co-operation of County Superintendents and friends of education throughout the State in its support; to determine the size and character of the journal, and draw up a set of regulations for its future publication; to nominate a Board of Editors, and such other committees as they may deem necessary; to issue a prospectus for gratuitous circulation; to open a list of subscriptions; to attend to any other business connected with the establishment of such a journal, and to submit their report to the Convention at its next regular session for its adoption.

Yours, respectfully,

SPARROW A. SMITH,  
GEORGE W. MINNS,  
FREEMAN GATES, Jr.  
JOHN SWETT,

Committee.

The report was accepted, and the accompanying resolution adopted.

The President appointed the following gentlemen on the committee:

SAN FRANCISCO.

GEORGE W. BUNNELL,  
JOHN SWETT,

THOMAS S. MYRICK,  
GEORGE TAIT,

GEORGE H. PECK.

SACRAMENTO.

SPARROW A. SMITH.

EL DORADO.

Dr. H. S. HERRICK.

SOLANO.

SYLVESTER WOODBRIDGE, Jr.

SAN JOAQUIN.

A. E. NOEL.

On motion, the Convention then adjourned *sine die*.

PROCEEDINGS  
OF THE  
CALIFORNIA  
State Teachers' Institute,

IN SESSION

AT THE CITY OF SAN FRANCISCO,

From Monday, May 4th, to Saturday, May 9th, 1863.

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Published by the Department of Public Instruction.



SACRAMENTO:  
BENJ. P. AVERY, STATE PRINTER.

.....  
1863.

Wm. A. Avery



## OFFICERS.

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### PRESIDENT, (EX OFFICIO :)

HON. JOHN SWETT.....Superintendent of Public Instruction.

### VICE PRESIDENTS:

S. B. OSBOURN.....County Superintendent of Butte.  
GEORGE TAIT.....City Superintendent of San Francisco.  
A. H. GOODRICH.....County Superintendent of Placer.  
J. A. CHITTENDEN.....County Superintendent of Nevada.  
DR. HENRY GIBBONS.....San Francisco.  
A. J. MOULDER.....San Francisco.  
A. HIGBIE.....County Superintendent of Napa.  
S. S. WILES.....County Superintendent of Santa Clara.  
M. A. LYNDE.....County Superintendent of El Dorado.  
ELLIS H. HOLMES.....San Francisco.  
GEORGE W. MINNS.....San Francisco.  
J. M. HOWE.....Amador County.

### SECRETARY:

SAMUEL I. C. SWEZEY.....San Francisco.

### ASSISTANT SECRETARIES:

HENRY MELROSE.....FRANK J. J. LEONARD.

### PHONOGRAPHIC REPORTER.

AMOS BOWMAN.....Of the "Sacramento Union."

Bradley, and George W. Bunnell, for their able and instructive addresses before this Convention.

The resolutions, as thus amended, were unanimously adopted.

At the suggestion of Mr. Linden, of Alameda, Mr. Ryan again offered his second resolution, as follows :

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*Songs*—"America," to the air of "God Save the Queen," by the Convention. "Star Spangled Banner," by Mr. Mitchell, chorus by the Convention.

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President Moulder in the chair.

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The motion prevailed.

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Adopted.

The President appointed the following gentlemen upon

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S. R. DE LONG, Amador,	J. W. ANDERSON, Sacramento,
J. B. MCCHESENEY, Butte,	M. I. RYAN, San Joaquin,
JOHN BAGNALL, Colusa,	FREEMAN GATES, Santa Clara,
JOSEPH HOLDEN, Calaveras,	H. S. LOVELAND, San Mateo,
C. S. MCARTHUR, Contra Costa,	A. P. KNOWLES, Santa Cruz,
B. F. DORRIS, Del Norte,	J. D. LITTLEFIELD, Solano,
M. A. LYNDE, El Dorado,	M. E. BAKER, Sonoma,
SOLOMON COOPER, Humboldt,	JAMES S. JACKSON, Sierra,
J. H. PARKS, Marin,	THOS. A. LEGGETT, Stanislaus,
G. H. STRONG, Monterey,	R. W. WILSON, Tehama,
J. M. HAMILTON, Napa,	JOHN GRAHAM, Tuolumne,
JOHN C. WELLS, Nevada,	O. L. MATTHEWS, Yolo,
D. C. STONE, Yuba.	

**AT LARGE.**

JAMES DENMAN, San Francisco,	JOHN C. PELTON, Yuba,
HENRY B. JANES, San Francisco,	H. A. PIERCE, Yolo,
Dr. C. COLLINS, San Joaquin,	C. J. FLATT, Solano.

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ART. VII. The first meeting of this Institute shall be held the first Tuesday of November, 1861, and semi-annually thereafter, at such places as the majority of members may agree upon, and notice of which shall be given by the Corresponding Secretary, one month prior to said meeting, by publication in different papers of the State.

ART. VIII. The Constitution may be amended by a two-thirds' vote of members present.

J. M. SHEARER,  
J. BURNHAM,  
H. J. SPENCER,  
Committee.

The several articles were considered separately.

Article first was adopted.

Article second was amended by substituting "Vice-Presidents" for "Vice-President."

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Article fifth was amended by substituting "Convention" for "Secretary."

On motion, the word "Institute" was stricken out wherever it occurs, and the word "Convention" substituted for it.

Article sixth was amended by adding to the list of those who shall be eligible to membership, "Past State, County, and City, Superintendents of Public Schools, Trustees and Members of Municipal Boards of Education."

The last clause of article sixth was amended so as to read: "Applications for membership shall be referred to a Committee on Credentials."

Article seventh was so amended as to read: "The time and place of the meetings of the Convention shall be the same as

those designated by the State Superintendent for the meeting of the State Institute."

Article eighth was adopted.

The articles, thus amended, were then adopted as a whole, as the Constitution of the State Educational Convention.

#### **School Lands, etc.**

Mr. Denman introduced and supported, in a few remarks, the following resolution :

*Resolved*, That our delegation in the Congress of the United States, Hon. Jas. McDougall and Hon. Milton S. Latham, are hereby requested to use their influence and earnest endeavor to secure the passage of a law authorizing the location and sale of School Lands in California, in lieu of those sections in the mineral districts, which have not been located.

Adopted.

#### **Duty of Parents.**

Mr. Minns offered the following :

*Resolved*, That in the opinion of this Convention it is the duty of parents and guardians of children to visit the schools attended by them ; that, by so doing, they will manifest an interest in the schools, encouraging alike to the Teacher and scholar, and will render essential service to the cause of public education ; and that we cordially invite and earnestly urge the friends of our pupils, the friends of education, and the public generally, to visit at any time the schools under our charge, and to witness the regular exercises.

*Resolved*, That we also call the attention of all having the care of children to the importance of sending them to school regularly and punctually.

Adopted.

#### **Officers, etc.**

On motion, the present officers were continued in their positions until the organization of the next Convention.

Mr. Tait was appointed Corresponding Secretary, and Mr. Leonard Recording Secretary.

#### **Communication.**

A communication from a lady was read by Mr. Nevins, recommending the adoption of a Text-Book on Morals.

Received and placed on file.

#### **State Journal.**

Mr. S. A. Smith offered the following report on the State Journal :

The committee appointed to take into consideration the establishment of a State Teachers' Journal, and to report a plan of operation for the furtherance of this object, have had the same under consideration, and beg leave to report.

It is believed that such a journal, properly conducted and well supported, might be made very valuable to the Teachers as a frequent and accessible means of communication with the best of the talent engaged in the profession, and beneficial to



the cause of education throughout the State. Other interests have their organs—farmers, miners, merchants, doctors, etc. have their respective publications established to advocate their views and to communicate that information necessary to each in his calling. But the great cause of Public Education in California has no organ in which Public School Teachers may advocate their own cause, discuss all questions, and express their opinions upon all measures affecting the condition, or welfare, of the Public Schools of the State. In their opinion, our Educational Journal is to contain general intelligence, informing the Teacher of anything interesting, or important for him to know in his profession, which might occur in any part of the world; articles upon the best method of teaching; notices of books the most useful to Teachers; questions for examination in the different branches taught in Common Schools, and essays, original, or selected, upon any subject interesting to Teachers.

Furthermore, it is the opinion of your committee, in order that an enterprise of this kind should succeed, it must receive the hearty support of every Teacher in this State; every Teacher should show his interest in the work by *subscribing for it*, and as many as possible should write for it.

Therefore, since it is necessary, as a preliminary step, to ascertain whether such a journal as is contemplated will receive a sufficient number of subscriptions to place it upon a firm footing, we submit the following resolution for your adoption:

*Resolved*, That a committee of nine—five to reside in San Francisco, and four in different parts of the State—be appointed to enlist the co-operation of County Superintendents and friends of education throughout the State in its support; to determine the size and character of the journal, and draw up a set of regulations for its future publication; to nominate a Board of Editors, and such other committees as they may deem necessary; to issue a prospectus for gratuitous circulation; to open a list of subscriptions; to attend to any other business connected with the establishment of such a journal, and to submit their report to the Convention at its next regular session for its adoption.

Yours, respectfully,

SPARROW A. SMITH,  
GEORGE W. MINNS,  
FREEMAN GATES, Jr.  
JOHN SWETT,

Committee.

The report was accepted, and the accompanying resolution adopted.

The President appointed the following gentlemen on the committee:

SAN FRANCISCO.

GEORGE W. BUNNELL,  
JOHN SWETT,

THOMAS S. MYRICK,  
GEORGE TAIT,

GEORGE H. PECK.

SACRAMENTO.

SPARROW A. SMITH.

EL DORADO.

Dr. H. S. HERRICK.

SOLANO.

SYLVESTER WOODBRIDGE, Jr.

SAN JOAQUIN.

A. E. NOEL.

On motion, the Convention then adjourned *sine die*.

PROCEEDINGS  
OF THE  
CALIFORNIA  
State Teachers' Institute,

IN SESSION

AT THE CITY OF SAN FRANCISCO,

From Monday, May 4th, to Saturday, May 9th, 1863.

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Published by the Department of Public Instruction.



SACRAMENTO:  
BENJ. P. AVERY, STATE PRINTER.

.....  
1863.

*Wm. A. Avery*



## OFFICERS.

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### PRESIDENT, (EX OFFICIO :)

HON. JOHN SWETT.....Superintendent of Public Instruction.

### VICE PRESIDENTS:

S. B. OSBOURN.....County Superintendent of Butte.  
GEORGE TAIT.....City Superintendent of San Francisco.  
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A. HIGGIN.....County Superintendent of Napa.  
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M. A. LYNDE.....County Superintendent of El Dorado.  
ELLIS H. HOLMES.....San Francisco.  
GEORGE W. MINNS.....San Francisco.  
J. M. HOWE.....Amador County.

### SECRETARY:

SAMUEL I. C. SWEZEY.....San Francisco.

### ASSISTANT SECRETARIES:

HENRY MELROSE.....FRANK J. J. LEONARD.

### PHONOGRAPHIC REPORTER.

AMOS BOWMAN.....Of the "Sacramento Union."



## INTRODUCTORY NOTE.

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In the following proceedings the Secretary has endeavored to preserve the spirit of the debates, but has not been anxious to give all that was said. The manuscript of the Phonographic Reporter, Mr. Amos Bowman, has generally been followed, though frequently passages have been omitted which were either of no intrinsic importance of themselves, or were simply repetitions of previous remarks. It may further be stated that on several occasions the Reporter was necessarily absent; and that in consequence of the Secretary's numerous engagements, he was unable to preserve any minute of what was said at those times.

The list of members is probably inaccurate, notwithstanding the care of the Secretary, who is aware that it is never pleasant to see one's name misspelled in print. In every collection of persons so large as this, many will be found who fail to comply with the plainest directions from the Chair in regard to the name, address, etc. On some of the cards handed in, no clue was furnished for determining the sex or the address of the writer; and in other cases, undoubtedly the conjecture of the Assistant Secretaries proved incorrect. If, therefore, any gentleman finds himself classed with the ladies, let him rejoice in his society; if any lady finds herself classed among the gentlemen, let her not reproach the Secretary, but exert a refining influence over her neighbors; if any matron's name is down among the Misses, let her not feel aggrieved thereby; and if any gentle maiden is placed among the matrons, let her appeal to the Secretary, and "bide her time."

It should be noted that the lectures, both day and evening, were free to the public, and that during all the sessions, many persons were present beside the actual members of the Institute. It will be remarked that several of the extended lectures before the Institute are not published in this volume. The omission is caused in some cases by the fact that the lecturers prefer to retain their addresses for further use; in others, that the writers prefer to give their views upon their respective subjects more at large, through the "California Teacher," during the coming year. Some abstract, however, is given of most of the omitted lectures from the report of the "Evening Bulletin."

The wisdom of an appropriation by the State for Institute purposes was fully demonstrated by the complete success of the ample arrangements for the present session—arrangements which would have been utterly impossible without the liberal fund derived for this object from the State Treasury.

Much publicity was secured for the proceedings of the Institute by the able report of Dr. Tuthill for the "Evening Bulletin," of this city. The running history thus given in the "Bulletin," together with several of the documents herein given, was

copied, day by day, into the "Sacramento Union,"—thus extending the influence of the Institute far beyond the Hall where the daily sessions were held. These papers are, therefore, entitled to the thanks of all friends of education for their liberal attention to this, by far the largest gathering of Teachers ever held on the Pacific Coast.

SAMUEL I. C. SWEZEY,

Secretary of the State Teachers' Institute.

SAN FRANCISCO, May, 1863.

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# STATE TEACHERS' INSTITUTE.

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## FIRST DAY.

Pursuant to the call of the Superintendent of Public Instruction, a Teacher's Institute for the State of California met and organized at Platt's New Music Hall, in the City of San Francisco, on Monday, May fourth, eighteen hundred and sixty-three.

At ten o'clock, A. M., Hon. John Swett, the Superintendent of Public Instruction, and by statute President *ex officio* of all State Teachers' Institutes, called the Institute to order.

Messrs. Samuel I. C. Swezey, Henry Melrose, and Henry P. Carleton, were appointed Secretaries pro tem, and Amos Bowman was appointed Phonographic Reporter.

On motion of Ellis H. Holmes, of San Francisco, the Chair was authorized to appoint a Committee on Organization, with instructions to include in their report the nomination of committees.

The President appointed the following gentlemen as such committee :

ELLIS H. HOLMES, San Francisco.	AHIRA HOLMES, San Francisco.
J. B. MCCHESENEY, Nevada County.	DANIEL WOOD, Jr., Tulare County.
A. H. GOODRICH, Placer County.	JOSEPH HOLDEN, Stockton.
D. C. STONE, Marysville.	THEODORE BRADLEY, San Francisco.
J. C. PELTON, San Francisco.	Mrs. L. A. CLAPP, San Francisco.
Miss A. S. MOSES, San Francisco.	

The committee having retired for consultation, blank cards were distributed, on which members of the Institute were requested to write their name, address, whether Teacher of Public or Private School, whether Trustee, or County Superintendent, and their address while in the city. In consequence of

neglect on the part of some in writing, the Secretary is unable to vouch for the accuracy in every respect of the following, which is designed to be a complete

### Register of Members.

#### ALAMEDA COUNTY.

REV. B. N. SEYMOUR.....	County Superintendent, Alvarado.
A. J. ATCHISON, Brooklyn.	STEPHEN G. NYE, Centreville.
GEORGE FLEMING, San Leandro.	WILLIAM K. ROWELL, Brooklyn.
EDWARD FOWLER, Brooklyn.	G. W. TRAVER, Centreville.
HENRY HILLEBRAND, Oakland.	Mrs. E. C. BABCOCK, Brooklyn.
T. ORLANDO HOPKINS, Alvarado.	Miss MARTHA PRATT, Oakland.
J. W. JOSSELYN, San Leandro.	Miss S. GÓDDARD, Oakland.

#### AMADOR COUNTY.

SAMUEL PAGE.....	County Superintendent, Jackson.
Hon. A. B. ANDREWS, Jackson.	J. T. MAFFITT, Ione City.
W. O. APPLEBEE, Puckerville.	T. K. STARTSMAN, Sutter Creek.
H. E. BABCOCK, Drytown.	W. H. TRIPP, Sutter Creek.
W. O. CLARK, Drytown.	Mrs. VIRGINIA MILLS, Ione Valley.
H. C. COLEY, Jackson.	Mrs. M. D. PAGE, Jackson.
Dr. W. E. FIFIELD, Sutter Creek.	Miss M. A. BACON, Drytown.
W. H. HOOPER, Drytown.	Miss M. A. BELL, Drytown.
J. M. HOWE, Ione City.	Miss E. MOORE.
Miss C. S. TRASK, Jackson.	

#### BUTTE COUNTY.

S. B. OSBOURN.....	County Superintendent, Oroville.
R. H. ALLEN, Chico.	ALBERT WAKEFIELD, Chico.
A. M. AUSTIN, Wyandotte.	Mrs. ELVIRA WICKLIFF, Rock Creek.
EDWARD S. BROOKS, Oroville.	Miss SUSAN L. MORRIS, Wyandotte.
ISAAC UPHAM, Bangor.	Miss CYNTHIA C. NELSON, Oroville.
THOS. L. VINTON, Chico.	Miss H. WYMAN, Bangor.

#### CALAVERAS COUNTY.

ROBERT THOMPSON,.....	County Superintendent, Mokelumne Hill.
Dr. FRED. O. BARSTOW, San Andreas.	Mrs. H. A. MORSE, Chili Gulch.
E. F. COLTON, Murphy's.	Mrs. E. M. STOWELL, Copperopolis.
R. E. COMINS, Angel's.	Miss MARY BRADBURY, Jenny Lind.
PAUL PAULK, Mokelumne Hill.	Miss R. A. CARY, West Point.
J. H. WELLS, Campo Seco.	Miss E. HASKINS, Mokelumne Hill.
Mrs. C. R. KENT, Mokelumne Hill.	Miss JENNIE MORSE, Chili Gulch.

#### COLUSA COUNTY.

JOHN BAGNALL, Colusa.

#### CONTRA COSTA COUNTY.

D. S. WOODRUFF,.....	County Superintendent, Pacheco.
J. N. BURKE, Pacheco.	Mrs. D. S. WOODRUFF, Pacheco.
J. E. MORRISON, Alamo.	Miss A. J. DICKINSON, Walnut Creek.
H. RICHARDSON, San Pablo.	Miss MARTHA E. RICHARDSON, San Pablo.

## EL DORADO COUNTY.

M. A. LYNDE,.....County Superintendent, Diamond Springs.  
 CYRUS BARTLETT, Placerville. Mrs. C. H. COLE, Placerville.  
 E. B. CONKLIN, Placerville. Mrs. A. E. CONKLIN, Placerville.  
 G. B. CURTIS, Wisconsin Hill. Miss MARY A. BURLINGAME, Duroc.  
 LEANDER CUMMINGS, Diamond Sp's. Miss LEONORA IRVINE, Placerville.  
 ELON DUNLAP, El Dorado. Miss MARY A. SALISBURY, Duroc.  
 E. B. HIGGINS, Placerville. Miss MARY C. SMITH, Placerville.  
 Rev. J. H. McMONAGLE, Placerville. Miss E. L. STARKS, Diamond Springs.  
 S. A. PENWELL, Placerville. Miss ANNA R. SUMNER, Placerville.

## HUMBOLDT COUNTY.

Miss FRANCES W. DINSMORE, Humboldt.

## MARIPOSA COUNTY.

J. R. McCREADY, County Superintendent, Mariposa.

## NAPA COUNTY.

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 J. E. FLIGGLE, Napa City. Mrs. D. R. WHEELOCK, Napa City.  
 J. W. GUIBERSON, Napa City. Mrs. B. P. WELLINGTON, Napa City.  
 ED. O'HARA, Napa City. Miss C. HARRIS, Napa City.  
 GEORGE F. REEVE, Napa City. Miss M. REEVE, Napa City.

## NEVADA COUNTY.

J. A. CHITTENDEN,.....County Superintendent, Nevada City.  
 ROBERT CASH, Grass Valley. HENRY HAVEN, Grass Valley.  
 J. B. McCHESNEY, Nevada City. FRANK POWER, Nevada City.  
 JAMES FREEMAN, Grass Valley. L. T. SMITH, Rough and Ready.

## PLACER COUNTY.

A. H. GOODRICH.....County Superintendent, Forest Hill.  
 G. B. CURTIS, Wisconsin Hill. A. H. McDONALD, Dutch Flat.  
 Dr. THOS. D. CATTERSON, Lincoln. E. J. SHELLHOUSE, Michigan Bluff.  
 Dr. K. FAVOR, Michigan Bluff. Mrs. S. ROGERS, Iowa Hill.  
 WILLIAM H. HOBBS, Dutch Flat. Miss M. A. MILLER, Iowa Hill.  
 Miss AMELIA NASH, Lincoln.

## SACRAMENTO COUNTY.

Dr. F. W. HATCH.....County Superintendent, Sacramento City.  
 Dr. G. TAYLOR.....City Superintendent.  
 Rev. JOHN E. BENTON, Folsom. R. SHERBURNE, Sacramento City.  
 H. S. AUSTIN, Jr., Sacramento City. M. L. TEMPLETON, Sacramento City.  
 A. BOWMAN, (Phonographic Rep.), Sac. D. J. THOMAS, Sacramento City.  
 WATSON S. BUTLER, Sacramento City. J. M. YBAÑEZ, Sacramento City.  
 E. G. DOWNER, Sacramento City. R. D. H. YECKLEY, Coluennes.  
 A. S. DUBOIS, Mormon Island. Mrs. J. S. BATES, Folsom.  
 E. F. FITCH, Sacramento City. Mrs. MARY SPRINGSTED, Sac. City.  
 W. W. FABIS, Sacramento City. Mrs. JULIA FOLGER, Sacramento City.  
 JAMES GORDON, Sacramento City. Miss E. A. BRIGGS, Sacramento City.  
 A. F. GODDARD, Sacramento City. Miss KATE COLLINS, Sacramento City.  
 Rev. WM. H. HILL, Sacramento City. Miss CARRIE HALE, Sacramento City.  
 W. B. LAWLOR, Prairie City. Miss MARY HOWE, Sacramento City.  
 H. N. MERRILL, Sacramento City. Miss HATTIE LINDSEY, Sac. City.

## THE STATE TEACHERS' INSTITUTE

## SACRAMENTO COUNTY—(Continued.)

PAUL MORRILL, Sacramento City.	Miss FANNIE LONG, Sacramento City.
SPARROW SMITH, Sacramento City.	Miss E. McMILLAN, Sacramento City.
GEORGE SMITH, Sacramento City.	Miss McCONNELL, Sacramento City.
E. W. SPRING, Sacramento City.	Miss HATTIE OSBORN, Sac. City.
J. M. LIBBEY, Folsom.	Miss DELIA C. POLLARD, Sebastopol.
JOHN A. SIMONDS, Salsbury.	Miss L. S. TEMPLETON, Sac. City.

## SAN FRANCISCO COUNTY.

GEORGE TAIT, City Superintendent of Public Schools, San Francisco.  
 E. H. HOLMES, Principal High School, San Francisco.  
 GEO. W. MINNS, Teacher of Natural Sciences, San Francisco High School.  
 AHIRA HOLMES, Principal State Normal School, San Francisco.  
 THEODORE BRADLEY, Principal Denman Grammar School.  
 THOMAS S. MYRICK, Principal Union Street Grammar School.  
 JOHN C. PELTON, Principal Rincon Grammar School.  
 GEORGE W. BUNNELL, Principal Spring Valley Grammar School.  
 THOMAS C. LEONARD, Principal Mission Grammar School.  
 FREDERICK A. ELLIOTT, Principal Market and Fifth Sts. Grammar School.  
 ANDREW E. McGLYNN, Principal Harrison and Fourth Sts. Grammar School.  
 JAMES STRATTON, Principal Washington and Mason Sts. Grammar School.  
 HUBERT BURGESS, Teacher of Penmanship and Drawing.  
 WASHINGTON ELLIOTT, Teacher of Music.  
 F. K. MITCHELL, Teacher of Music.  
 GEORGE H. PECK, Teacher of Evening School.  
 BERNARD MARKS, Teacher of Evening School.  
 SILAS A. WHITE.  
 M. C. BAKER.  
 J. R. HIGGINS.  
 DANIEL LUNT.  
 MARK S. TAYLOR.  
 DANIEL LEVY.  
 T. C. BARKER.  
 ASA W. COLE.  
 ANDREW J. MOULDER, ex-State Superintendent of Public Instruction.  
 S. I. C. SWEZEY.  
 H. P. CARLTON.  
 Dr. HENRY GIBBONS.  
 HENRY B. JAMES.  
 J. B. SANDERSON.  
 Mrs. L. A. CLAPP, High School.  
 Mrs. L. A. MORGAN, Denman Grammar School.  
 Mrs. C. H. STOUT, Mason Street Grammar School.  
 Mrs. M. S. P. NICHOLS, Rincon Grammar School.  
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Mrs. MARIA DAVIS.  
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Mrs. CORNELIA D. MARKS.  
Mrs. HESTER CHAMPLIN.  
Mrs. M. V. ASHBROOK.  
Mrs. E. J. HALL.  
Miss L. E. FIELD, Bush Street Grammar School.  
Miss J. M. LYON, Bush Street Grammar School.  
Miss KATE V. DARLING, Bush Street Grammar School.  
Miss CARRIE L. HUNT, Sutter Street School.  
Miss LIZZIE G. DAVEY, Sutter Street School.  
Miss MARY R. WARREN, Union Street School.  
Miss SARAH M. HUNT, Union Street School.  
Miss ESTELLE M. BULLEUE, Union Street School.  
Miss LIZZIE KENNEDY, Union Street School.  
Miss S. A. JESSUP, Union Street School.  
Miss ABBIE F. ALDRICH, Union Street School.  
Miss EMILY M. TIBBEY, Union Street School.  
Miss H. A. GRANT, Union Street School.  
Miss KATE KENNEDY, Greenwich Street School.  
Miss MARGUERITA KEITH, Greenwich Street School.  
Miss L. J. MASTICK, Greenwich Street School.  
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Miss E. T. SNOW, Powell Street School.  
Miss JOSEPHINE GRIFFIN, Powell Street School.  
Miss H. A. HANEKE, Spring Valley School.  
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Miss ALICE KENNY, Market and Fifth Streets School.  
Miss CARRIE L. SMITH, Market and Fifth Streets School.  
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Miss M. A. HUMPHREYS, Market and Fifth Streets School.  
Miss HELEN THOMPSON, Rincon School.  
Miss M. C. WHITE, Rincon School.  
Miss CARRIE V. BENJAMIN, Rincon School.  
Miss M. E. STOWELL, Rincon School.  
Miss A. M. NUTTER, Rincon School.  
Miss M. A. E. PHILLIPS, Rincon School.  
Miss LIZZIE F. HITCHINGS, Rincon School.  
Miss E. P. FERNALD, Harrison and Fourth Streets School.  
Miss E. M. SHAW, Harrison and Fourth Streets School.  
Miss LIZZIE OVEREND, Harrison and Fourth Streets School.  
Miss MAGGIE McKENZIE, Harrison and Fourth Streets School.  
Miss A. E. SLAVAN, Harrison and Fourth Streets School.  
Miss E. A. SHAW, Harrison and Fourth Streets School.  
Miss A. A. ROWE, Mission School.  
Miss ANNA HILL, Mission School.  
Miss JESSIE SMITH, Mission School.

## THE STATE TEACHERS' INSTITUTE

## SAN FRANCISCO COUNTY—(Continued.)

Miss NELLIE E. HASTINGS, Hyde Street School.  
 Miss J. H. MARTIN, Hyde Street School.  
 Miss LAURA A. HUMPHRIES, Hyde Street School.  
 Miss D. S. PRESCOTT, Mason Street School.  
 Miss MATILDA S. TIEBOUT, Mason Street School.  
 Miss GERALDINE PRICE, Mason Street School.  
 Miss S. J. WHITE, Mason Street School.  
 Miss H. B. CUSHING, Hayes' Valley School.  
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 Miss JANE M. A. HURLEY.  
 Miss L. BISBEE.  
 Miss HATTIE H. BROWN.  
 Miss CELIA S. MURRAY.  
 Miss ABBIE S. BARNARD.  
 Miss M. E. McQUIGG.  
 Miss FRANCES LYNCH.

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Miss VICTORIA BEVELY.	Miss EMILY HILL.
Miss JULIA CLAYTON.	Miss A. L. KIMBALL.
Miss BERTHA COMSTOCK.	Miss M. A. KRAUTH.
Miss LIZZIE DAMON.	Miss LOUISA MAILS.
Miss P. A. FINK.	Miss L. RAYMOND.
Miss SARAH FAVOR.	Miss MINNIE SCOTT.
Miss A. GIBBONS.	Miss EVE SOLOMON.
Miss E. GIBBONS.	Miss EMMA WHITE.
Miss GEORGIA GLIDDEN.	Miss MAY WILLIAMS.
Miss ELLEN GRANT.	Miss VICTORIA WINSLOW.
Miss NELLIE HART.	

## SAN JOAQUIN COUNTY.

CYRUS COLLINS.....	County Superintendent, Stockton.
J. S. LOCKE .....	City Superintendent, Stockton.
J. BARBER, Stockton.	J. M. QUIMBY, Liberty.
JOHN R. BOYCE, Stockton.	ISAAC R. WILBUR, Linden.

# AND EDUCATIONAL CONVENTION.

7

MELVILLE COTTLE, Stockton.	F. W. WOODWARD.
L. W. CRAWFORD, Burwood.	Mrs. ANNIE COWAN, Stockton.
WM. T. ELLIOTT, Stockton.	Mrs. S. C. COLLINS, Stockton.
H. E. FOSTER, Stockton.	Mrs. E. A. MITCHELL, Stockton.
JOSEPH HOLDEN, Stockton.	Miss CAROLINE DUNBAR, Stockton.
J. S. HAMMOND, Lockford.	Miss CLARA B. LOOMIS.
L. W. McGLAUFILIN, Stockton.	Miss ROSIE LYNXWILER, Stockton.
E. PLUMMER, Lockford.	.

## SAN MATEO COUNTY.

WM. C. CROOK.....	County Superintendent, Woodside.
ST. C. NYE, Half Moon Bay.	Miss BETTY STEVENSON, Redwood City.
Mrs. E. WRIGHT, Redwood City.	

## SANTA CLARA COUNTY.

S. S. WILES .....	County Superintendent, San José.
Rev. R. L. HAMILTON.....	City Superintendent, San José.
J. J. BOWEN, San José.	Mrs. S. E. SEAGRAVE, Santa Clara.
S. BUSH, San José.	Miss J. E. ARAM, San José.
JOSEPH A. BURLINGAME, San José.	Miss HATTIE BEVANS, San José.
GORDON T. CHASE, San José.	Miss VIRGINIA BEVERLY.
JOHN FOSHAY, New Almaden.	Miss NELLIE C. CORNWELL, San José.
W. C. HART, San José.	Miss S. P. FABING, Santa Clara.
C. MORTON, San José.	Miss ELLEN J. HADLOCK, San José.
W. A. PARKHURST, San José.	Miss ANASTASIA W. SLAVAN, Santa Clara.
Mrs. M. L. ATKINSON, Alviso.	
Mrs. J. E. BASSET, San José.	Miss E. B. SKINNER, San José.
Mrs. M. C. HART, San José.	Miss N. D. SKINNER, San José.

## SANTA CRUZ COUNTY.

A. P. KNOWLES, Watsonville.	W. H. TURNER.
H. P. STONE, Soquel.	WILLIAM WHITE, Santa Cruz.
	Miss M. H. HILL.

## SHASTA COUNTY.

ROBERT DESTY, Shasta.	DELOS J. VAN SLYKE, Millville.
	Miss JEAN PARKER.

## SIERRA COUNTY.

M. S. KEYES, Howland Flat.

## SISKIYOU COUNTY.

D. B. RHINEHART, Yreka.

## SOLANO COUNTY.

J. W. HINES.....	County Superintendent, Vallejo.
L. T. J. ALLEN.	MILTON WASON, Putah.
L. E. ATCHISON, Vallejo.	WILLIAM P. WELCH, Vallejo.
C. C. CUMMINGS, Vacaville.	Mrs. J. W. HINES, Vallejo.
C. J. FLATT, Benicia.	Mrs. G. T. ACTCHISON, Vallejo.
J. W. FRY, Suisun.	Miss A. H. ALLEN, Vallejo.
W. H. FRY, Suisun.	Miss MARY ATKINS, Benicia.



## THE STATE TEACHERS' INSTITUTE

## SOLANO COUNTY—(Continued.)

MORRIS PRITCHARD, Putah.	Miss CHARLOTTE OLINGER, Vallejo
T. H. ROSE, Benicia.	Miss SARAH R. PEARSON, Fairfield.
H. A. SAXE, Maine Prairie.	Miss JULIA RAPPLEYE, Benicia.
Miss C. N. WINTON, Putah.	

## SONOMA COUNTY.

Hon. WILLIAM M. RIDER, Bodega.	FREEMAN PARKER, Petaluma.
T. J. ALLEY, Petaluma.	DAVID ROBERTS.
JOHN A. BARRY, Santa Rosa.	M. RAMBO, Petaluma.
JOHN O. DARROW, Healdsburg.	JOHN C. SHIPLEY, Windsor.
D. F. DALTON, Santa Rosa.	V. S. STALEY, Santa Rosa.
G. M. GREER, Healdsburg.	DAVID S. LACEY, Santa Rosa.
JAMES HARLON, Bloomfield.	S. D. WOODS, Healdsburg.
CHARLES E. HUTTON, Santa Rosa.	F. M. WILLIS, Santa Rosa.
CALVIN LINDSAY.	Mrs. ELVIRA H. GATES, Petaluma.
JASPER LINVILLE, Santa Rosa.	Mrs. L. M. HART, Petaluma.
J. D. LITTLEFIELD, Petaluma.	Mrs. A. A. HASKELL, Petaluma.
WILLIAM E. McCONNELL, Sonoma.	Miss M. B. SINCLAIR, Petaluma.
GEORGE W. MOORE, Santa Rosa.	Miss C. A. SHAW, Sonoma.
NATHAN' L. E. MANNING, Santa Rosa.	Miss SWEETLAND, Petaluma.

## STANISLAUS COUNTY.

JOHN HARRINGTON, Burwood.	T. W. J. HOLBROOK, Knight's Ferry.
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## SUTTER COUNTY.

J. E. STEVENS .....	County Superintendent, Yuba City.
H. P. ASHLEY, Yuba City.	A. A. LONG, Yuba City.
WILLIAM R. BRADSHAW, Nicolaus.	Miss CARRIE STEVENS, Yuba City.
N. FURLONG, Marysville.	Miss MARY O. STEVENS, Yuba City.

## TEHAMA COUNTY.

Mrs. S. J. NUSBAUM, Red Bluffs.	Miss H. A. BENNETT, Red Bluffs.
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## TRINITY COUNTY.

Miss JULIA A. BOURNE, Weaverville.

## TULARE COUNTY.

DANIEL WOOD, Jr.

## TUOLUMNE COUNTY.

C. S. PEASE.....	County Superintendent, Big Oak Flat.
H. M. BURNE, Columbia.	M. A. RALPH, Sonora.
WILLIAM C. DODGE, Sonora.	FRED. SALTER, Sonora.
A. L. FULLER, Columbia.	Mrs. E. BROWN, Green Springs.
C. GOODMAN, Jamestown.	Mrs. GEORGE B. KEYES, Jacksonville.
JOHN GRAHAM, Columbia.	Miss H. M. BURNE, Columbia.
E. A. ROGERS, Sonora.	Miss A. M. FITCH, Sonora.
Miss HELEN E. MARTIN, Columbia.	

## YOLO COUNTY.

HENRY GADDIS.....	County Superintendent, Cacheville.
W. S. BUTLER.	JAMES S. ROLLINS, Prairie.
THOMAS EWING, Cacheville.	D. T. TRUITT.

ALBERT FOUCH, Woodland.	J. LOUIS WILBUR, Woodland.
WRIGHT FIERO, Sacramento City (P.O.)	Mrs. H. M. WILBUR, Woodland.
GEORGE HALL, Woodland.	Mrs. E. M. Smith, Woodland.
R. H. PLUMMER, Woodland.	Miss MARY H. SLAVAN, Grafton.
	Miss C. A. TEMPLETON, Woodland.

YUBA COUNTY.

AZRO L. MANN, Marysville.	Miss H. A. BELCHER, Marysville.
FRED. M. PAULY, Long Bar.	Miss LOTTIE L. HYDE, Marysville.
D. C. STONE, Marysville.	Miss MARY E. JEWETT, Marysville.
Mrs. J. PALMER, Long Bar.	Miss ANNIE WILSON, Marysville.
	Miss S. A. WILSON, Long Bar.

NEVADA TERRITORY.

JOHN A. COLLINS, (County Superintendent, Storey County,) Virginia City.	
WM E. MELVILLE, Virginia City.	Miss K. F. CHILD, Genoa, Carson Valley.
	Miss M. A. COOLEY, Carson City.

Total number of members..... 463.

Introductory Remarks.

BY THE PRESIDENT OF THE INSTITUTE.

Mr. SWETT said :

LADIES AND GENTLEMEN, AND FELLOW TEACHERS :

The Superintendent of Public Instruction is made by law *ex officio* President of the State Institute, and in taking the Chair to preside over your proceedings I congratulate you on the favorable auspices under which we assemble. I was prepared to expect a large number of Teachers present, but on the opening day I did not expect to see so imposing an assemblage. I said we meet under favorable auspices: were all communication with the East cut off, it would be hard to realize to-day that we were not living in a time of profound peace. The circumstances under which we assemble are more favorable than they would be in any other State in this Union. A few days ago I received an invitation to speak before the American Institute of Instruction, to assemble at Boston. I sent them word that I could not come, but that I would soon send them the voice of the assembled Teachers of California; that we expected here an assemblage of Teachers no less intelligent, no less patriotic, than those which would assemble there; and that while they met at the great brain of the Public School System of the East, we were to assemble here at the great heart of the Public School System of the Pacific Coast; that if they met under the shadow of Bunker Hill, consecrated by the blood of Warren, and made memorable by the bones of those who fell in the great struggle for independence, we were to assemble here under the same flag, and in the shadow of Lone Mountain, where rest all that is mortal of Broderick and Baker, [applause,] men who fell in a struggle no less important in its action on future times than the early struggles for independence; that while Massachusetts could boast of a Banks and a Butler in this war, we also could boast of sending to the East our adopted son, Hooker, who is to lead the armies of the Union there, [applause,] and who to-day is bearing aloft the faith and the hopes of the nation, and, perhaps, our

national flag triumphantly victorious over those who are aiming to destroy the fabric of our Constitution and our Government. So I told them, and I think I did not speak unauthorised when I said that the Teachers of California would assemble with as much patriotism and as much devotion to freedom, and liberty, and the Union, as the Teachers who should assemble there. We have not, it is true, sent, like Illinois, three thousand Teachers into the army; nor like New York, a still larger number,—but we hold them here, in our own State, to train the coming generation to be patriotic and true to the principles of our Government and our institutions. So, I say, we assemble under favorable auspices, and I trust and hope that the deliberations of this Institute will be conducted in a wise, prudent, and patriotic manner. We have nothing whatever to do with politics; we have much to do with patriotism, and much to do in bringing our Public School System to a full support of the Union and the Government that has given it to us and to our whole land. Had it not been for the wise forethought of the General Government in reserving the national lands for the support of Public Schools, we might not be assembled here to-day; and, when the history of the spirit of our Public Schools is so interwoven with every fibre of that flag under whose folds we meet, I cannot conceive how the Teachers of this Institute, as the representatives of the Public School System, can be otherwise than imbued with the spirit of patriotism.

We have assembled, fellow Teachers, for a week of hard work. By the programme you will perceive that the Institute will be in session at least nine hours a day. It may seem a hard task, but I suppose the Teachers who come from distant portions of the State are willing to devote all their time and all their energies, while they are here, to the purposes for which we meet. So far as was in my power, the exercises have been arranged. It remains for you now to fill out the programme, to give it vitality and life. With these few remarks I commit the success of this Institute to your hands. [Renewed applause.]

The Hon. Frank Soulé, who was announced on the Institute circular to deliver the opening lecture, was briefly excused by the President, on account of illness, and Professor Swezey, a graduate from the New York State Normal School, (Class of 1850,) was introduced to the Institute as the substitute, the President remarking that he had recently arrived in the State from the City of New York. The subject of Professor Swezey's address was: "State Normal Schools."

At twelve o'clock and thirty minutes, P. M., a recess was taken for one hour.

#### AFTERNOON SESSION.

Institute met at one o'clock and thirty minutes, P. M.

Mr. E. H. Holmes, from the Committee on Organization, reported the following for permanent officers and committees:

##### VICE PRESIDENTS:

S. B. OSBURN, County Supt. of Butte. J. A. CHITTENDEN, Co. Supt. of Nevada.  
 GEORGE TAIT, City Supt. of S. F. Dr. HENRY GIBBONS, of S. Francisco.  
 A. H. GOODRICH, Co. Supt. of Placer. Hon. A. J. MOULDER, of S. Francisco.

AND EDUCATIONAL CONVENTION.

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SECRETARY:

SAMUEL I. C. SWEZEY, of San Francisco.

ASSISTANT SECRETARIES:

HENRY MELROSE,

FRANK J. J. LEONARD.

COMMITTEES.

*On Text Books:*

GEORGE W. MINNS,  
D. C. STONE,  
J. B. McCHESNEY,

A. H. GOODRICH,  
GEORGE SMITH,  
J. C. PELTON,

Mrs. L. A. CLAPP.

*On General Arrangements:*

GEORGE TAIT, and others to be appointed by the President.

*On Introductions:*

A. J. MOULDER,  
J. C. PELTON,  
J. HOLDEN,

Miss SPAULDING,  
Miss KENNEDY,  
Miss SMITH.

*On State Society:*

THEODORE BRADLEY,

E. H. HOLMES,  
T. S. MYRICK.

*On Rules:*

J. C. PELTON,

J. B. McCHESNEY.

The report was adopted, and the President appointed, as additional members of Committee

*On General Arrangements:*

Messrs. BADGER, STORY, PELTON, and MYRICK.

The following communication was received from the Mercantile Library Association, and placed on file:

SAN FRANCISCO,  
May 2d, 1863. }

*Hon. John Swett, President State Teachers' Institute:*

By order of the Board of Directors of the Mercantile Library Association of San Francisco, I am directed to extend to the members of the State Teachers' Institute a cordial invitation to visit, during the session, our Library and Reading Rooms. It is our desire to extend every facility to the members, and we trust they will avail themselves of the use of our rooms for reference, study, and recreation.

With the cheerful hope that the cause you represent will receive new impetus from your labors here, and with sentiments of high personal esteem for yourself,

I have the honor to be, etc.,

F. D. CARLTON,

Cor. Sec. M. L. A.

On motion of J. C. Pelton, the report of the last Institute's committee concerning text books was referred to the committee of this year on the same subject.

Mr. Bernard Marks, of San Francisco, was introduced to the Institute, and delivered an address on "Waste in the School Room."

At the conclusion of Mr. Marks' address, Mr. John S. Hittell, of the *Alta California*, delivered an address on "Defects in Methods of Teaching."

At two o'clock and forty minutes, P. M., a recess was taken for five minutes, when Miss Sullivan's class, from the Model School, (connected with the State Normal School,) consisting of little girls between five and eight years of age, appeared on the stage, and were exercised on illustrated cards, and in spelling by sound. They distinguished readily between words representing objects, or nouns, and other parts of speech, and analyzed phonetically, with remarkable accuracy, words of several syllables in length. A sheet of paper was held before them, which they described by naming its various qualities and uses. After going through some calisthenic movements with their hands, represented by numbers from one to thirteen, the class sang "See the Farmer in the Field," etc.

The President announced that the What Cheer Hotel offered to accommodate fifty members of the Institute at half price; the International at somewhat reduced rates; that Mr. Dyer, of the Russ House, generously invited all the Teachers to come there and take their meals free, not being able to furnish any with rooms, as they were all occupied; that the American Exchange and Tehama House also reduced their rates for Teachers, etc. The programme for the following day and evening lectures was also announced. Mr. Swett exhorted the Teachers to practise punctuality, and expressed the belief that the influences of this Institute would be felt throughout the whole State during the ensuing year, to culminate, he hoped, in the next Legislature's making increased provision for the support of Public Schools. [Applause.]

At three o'clock and thirty minutes, P. M., adjourned

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### EVENING SESSION.

At eight o'clock the Institute re-assembled, and Dr. Henry Gibbons assumed the Chair.

The body of the house and the galleries were comfortably filled by a highly respectable audience, a large proportion of which consisted of ladies.

Hon. John Swett, Superintendent of Public Instruction, was introduced as the Speaker of the evening, and proceeded to deliver an address on "The Duties of the State to Public Schools."

Adjourned.

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## SECOND DAY.

TUESDAY, May 5th.

The Institute was called to order by the President at nine o'clock, A. M., and the Rev. B. N. Seymour, of Alameda County, offered prayer.

The President stated that a large number of school books had been placed on the tables for examination by Roman & Co., and Bancroft & Co. Teachers were invited to use them freely in the hall of meeting, but were requested not to take any volumes from the building.

The first thing in order was announced by the President to be a

### DISCUSSION ON TEXT BOOKS.

After a pause of some length, Professor Swezey moved the adoption of Daboll's system of arithmetic by the Institute. [Laughter.]

Mr. Thomas Ewing, of Yolo, thought that if that motion prevailed now, it would be springing the question.

Mr. J. W. Josselyn, of Alameda, said his choice in arithmetic would be Thompson, for the reason that the matter was there presented in as concise a manner as possible.

Mr. S. S. Wiles wanted to know if Daboll was to be adopted.

Professor Swezey said he was surprised to hear any opposition to Daboll. [Laughter.] He remembered the time when its examples in addition and subtraction seemed very mysterious to him. He would not be very strenuous in his advocacy of it, however. He did not know but Old Father Pike was nearly as good. Thompson had many very great excellencies. In his days of teaching, he used Thompson, and liked it very much; but there were some things capable of improvement, which had been carried out in later publications. Four or five years ago, he had occasion to examine, with some minuteness, the merits of forty or fifty books, and twenty or thirty publishers furnished

him with their series. He admired most of all the works of Professor Davies, which seemed to him philosophical in arrangement, and complete in their definitions; but not having submitted them to the test of the School room, he was not able to speak of them with that certainty which the subject required. Greenleaf was very good, and had been used with more satisfaction by himself than any other; but Robinson had become very popular in the East, if not here.

Mr. B. N. Seymour said he attended, a few days since, a School examination where Robinson was used, and it seemed to him a very excellent work. The great object was to instil principles, and that text book illustrated them most clearly and concisely. He alluded to Daboll with affection. Smith's School books came next, but he detested them, because not a single principle was stated in them with clearness, and the multiplicity of words only got the child's head into a muddle.

Mr. W. A. Parkhurst, of San José, preferred Robinson to any other. He did not believe in teaching a child thirty-three rules, when the same substance might be expressed in ten.

Mr. Thomas Ewing described the excellence of an arithmetic as consisting in two things: first, a clear statement of the principles; and next, giving it in as few words as possible. Robinson had these merits, and also another important advantage, viz: the adaptation of questions to problems.

Mr. J. W. Josselyn advocated the adoption of different grades of books by different authors.

Mr. N. Furlong, of Marysville, liked Robinson because it did not, like many other arithmetics, have a third or a fourth of each page taken up with questions. In Davis & Thompson the questions were, many times, longer than the answers, and the student was obliged, in order to comprehend the principles, to learn first a majority of the questions, consuming much time by looking up and down the page. Robinson's questions contained seldom over two or three words.

Mr. R. E. Comins, of Calaveras, said it was quite natural that each Teacher should be peculiarly attached to the author with which he was best acquainted, hence Teachers had their favorites, especially in arithmetic. For his part, he liked Ray's, which he regarded as the most concise, thorough, and analytical one in use. No teacher could use it without understanding arithmetic himself.

*Mr. N. Furlong* had two objections to Ray. He put his com-

pound numbers before fractions, which was a mistake, because there were fractional parts involved in compound numbers. To work those problems Ray then advanced rules not founded on principle or reason. Further, his definitions were not always true: as, for instance, that of prime numbers.

Mr. Comins thought it immaterial whether fractions or compound numbers came first. A fraction was a part of a unit. If a particular definition did not suit him, the gentleman might introduce one of his own, as he (Comins) often did both in arithmetic and grammar.

On motion of Mr. C. S. Pease, the matter was temporarily laid on the table.

Mr. J. C. Pelton, from the Committee on Rules, recommended—

The adoption of Jefferson's Manual for the government of the proceedings of the Institute; and, also, recommended that during all discussions the speakers be limited, in the first instance, to ten minutes, and, in the second instance, to five minutes; and that no speaker be allowed the floor more than twice, except by the unanimous consent of the Institute.

On motion of B. N. Seymour, the report was adopted.

Mr. D. C. Stone recommended as additional Vice-Presidents: Messrs. Higbie, Wiles, and Lynde, County Superintendents of Napa, Santa Clara, and El Dorado, respectively, and Messrs. E. H. Holmes, and G. W. Minns.

Adopted.

Mr. Sparrow Smith moved the addition of Mr. Howe, late of Sacramento, to the list, which was carried.

The President announced the following gentlemen as constituting the

#### STATE BOARD OF EXAMINATION.

JOHN SWETT.....Superintendent of Public Instruction.  
A. H. GOODRICH.....County Superintendent of Placer County.  
J. A. CHITTENDEN.....County Superintendent of Nevada County.  
A. HIGBIE.....County Superintendent of Napa County.  
S. B. OSBOURN.....County Superintendent of Butte County.  
M. A. LYNDE.....County Superintendent of El Dorado County.  
B. N. SEYMOUR.....County Superintendent of Alameda County.  
GEORGE TAIT.....City Superintendent, San Francisco.

#### TEACHERS INVITED TO AID AS MEMBERS OF THE BOARD OF EXAMINATION.

GEO. W. MINNS, San Francisco.      THOMAS S. MYRICK, San Francisco.  
ELLIS H. HOLMES, San Francisco.      D. C. STONE, Marysville.  
THEODORE BRADLEY, San Francisco.      J. B. MCCHESENEY, Nevada County.

The President said the first session of the Board would be held at four o'clock, in the Committee Room, and called atten-



tion to the printed copies of the revised School Law in regard to examinations. As that did not go into effect before the first of June, the examinations would take place under the old law, but they would be completed under the new. He invited Teachers or others, desirous of obtaining State certificates, either as a matter of honor or convenience, to present themselves.

Mr. H. Richardson, of San Pablo, said an impression had gone out which he thought erroneous, that Teachers must have taught some time in this State in order to get certificates. He had supposed that any were entitled to certificates, whether they had been in the State a number of years, or had just arrived.

The President said in the first grade, or Grammar School certificates, there was no restriction, and any one could receive a certificate; but the highest grade certificates, which were granted for six years, could only be given to Teachers of three years experience, who had taught in California at least one year.

Miss Clark's class of girls from the Experimental Department of the State Normal School was next introduced, to illustrate the methods of instruction adopted there. An impromptu lesson in grammatical analysis was chosen, and the subject pursued simply as an ordinary class recitation.

The President then read a paper "Concerning Common Sense in Teaching," which was received with great satisfaction by the members of the Institute.

#### CALISTHENICS.

At eleven o'clock and forty-five minutes, P. M., the Calisthenic Class from the State Normal School, consisting of twenty-five young ladies of "sweet sixteen," marched to the front of the platform. Miss Parrott, their Instructress, a graduate of Dr. Dio Lewis' famous Institute at Boston, appeared at the head in calisthenic uniform—a becoming dress, consisting of short petticoat and pantelettes, *a la Turc*—and ordered the class through a series of half a dozen different exercises, performed to music on the piano by Miss Hutchings. First, wooden dumb-bells were handled, then rings, then little bags containing Indian corn were circulated with wonderful celerity in three or four different ways, and finally, broom-sticks were brought into requisition, in a semi-military performance, with most graceful effect. *Miss Parrott's class obtained the unqualified approbation of the audience.*

The President, after announcing the programme for the afternoon, said he had neglected to appoint critics for the day. He would now appoint Mrs. Clapp, of San Francisco, and Mrs. Stone, of Marysville, to act in that capacity. It seemed to be absolutely necessary that there should be some critics for the Institute, and he recommended to their attention the printed placards at the doorway, in the orthography of which the printer had made a blunder.

Adjourned.

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### AFTERNOON SESSION.

The Institute re-assembled at one o'clock.

The Rev. A. Higbie, of Napa City, in the Chair.

Mr. Elliott sang "Hail Columbia," "Home Again," etc., accompanied on one of Badger's pianos by Mr. Gustav Scott.

Mr. Ellis H. Holmes interested the audience with some elocutionary exercises. He read Hood's "Song of the Shirt," Pierpont's "Passing Away," and other pieces.

The Rev. John E. Benton, of Sacramento, was introduced as the afternoon Lecturer.

Elocution, as a science, he said, taught what could be imparted and received. The orator was the cap stone of elocutionary instruction, and the greatest orator that ever lived described the first, second, and third requisites for oratory as "action! action! action!" Almost anybody could teach a Grammar School, but it required a very wise man to teach children how to use their powers of communicating what they know. They must be drilled immediately upon entering School. The carriage of the body came first in the gymnastics of elocution. Not one man in a thousand knew how to stand or to walk. School Masters and Mistresses, with shuffling gaits and distorted muscles, did not understand that the body was capable of expressing itself in beauty and power. Calisthenic exercises were very useful as a beginning; and children should be required to hold their heads erect, to throw their chests out, so as to give the voice freedom of emission. Then let them be drilled on the cards, upon the basis of the Philosophy of the Voice by Rush. The voice of almost any one might be made so musical that its power would be almost infinite. While giving a child voice, the Teacher should be, at the same time, training him insensibly

into all forms of culture affecting the character, lips, tongue, palate, and all parts of the body, including that action of the body which was known as gesticulation. The gymnastics of elocution embraced not only gesticulation, but the expression of the face and eye, the movements of the foot and hand. After gaining the power to give expression of sentiment in words, man had the help of all the body, the highest cultivation of which was a divine simplicity. Many great men regarded nature as the best instructor in elocution; but vocal drill was for the purpose of acting up to nature. God so ordered it that the animal was first in the order of life; mechanical action and drill came before intellectual development; but finally the soul waked up, and the intellect became enlightened and capable of receiving the great thoughts contained in the pieces to be declaimed. Spiritualists believed that the soul of an author went along with his productions to all time; that if the schoolboy would recite the words of Patrick Henry, the soul of that patriot would dwell in him, break out from every part of his body, and be capable of being communicated to others in all the beauty of oratory. The first and highest idea of eloquence was the wakening of the intellect and the drill of the body so as to communicate what had been acquired; and that was the highest idea of man, the microcosm; man, the epitome of the universe; man, the representative of all matter; man, the slave and the sovereign; man, gathering from everything instruction, that he might give back that which he had received, in increased knowledge and wisdom. Underlying all literature, and making it of value, was this soul, this rich, round, and powerful meaning. The purpose of the soul, in all that was done and said, was to add to the wealth of the universe. Instead of shooting at the sun, we should aim only at what was practicable. From experience, from the mortifications suffered at failures, in matter or manner, he knew how necessary it was that children should be drilled. He knew what it was that Emerson called the "infinite power of drill." In illustration of the false ideas prevailing, and the confusion of force, emphasis, and inflection, he referred to a Parson whom he heard a short time since bellowing and roaring at a funeral until he became ridiculous; though he felt himself ignorant enough of the great principles of elocution to sympathise somewhat even with those who habitually violated them. He committed to Teachers the charge of show-

ing the children of this generation what was good speaking, and the power of expression.

Mr. Hubert Burgess, at two o'clock and twenty minutes, was introduced, to deliver a lecture on Linear Drawing. He read a lengthy extract from Chapman, to establish that every one who can learn to write, may learn to draw; and proceeded, with boxes shaped in perspective, and wires to represent lines of sight, to explain the nature of the visual ray, the horizontal line, the necessity of the latter to be always on a level with the eye, and the reason why all objects disappeared in it. At three o'clock, the subject was postponed till to-morrow.

Miss Sullivan's class of little girls, from the City Model School, was again brought forward, and exercised till three o'clock and forty-five minutes, in Object Lessons.

Mr. Swett called attention to the meeting, after the adjournment, of the State Board of Examination in the committee rooms; and read extracts from the new law on the subject of certificates. After which the programme for the succeeding day was announced. As the critics had not made any report, it was to be considered, he supposed, that the Teachers of the Institute were above criticism. [Laughter.]

The exercises concluded with singing "Old Hundred," led by Messrs. Elliott and Mitchell.

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## EVENING SESSION.

The President called to the Chair Mr. A. H. Goodrich, Superintendent of Placer County, who introduced George W. Minns, Professor of Natural Sciences in the San Francisco High School, as the Lecturer of the evening. We subjoin Dr. Tuthill's report for the *Evening Bulletin*:

### PROFESSOR MINNS ON THE PHYSICAL GEOGRAPHY OF OUR ONE COUNTRY.

By eight o'clock, Music Hall was pretty well filled by attendants upon the lecture announced to be delivered on Physical Geography, by Professor Minns, of the City High School. This is a new study in the Schools. Humboldt was its father. Carl Ritter has added to it, and Arnold Guyot has nobly illustrated it. It is the geography of the natural world. It explains the force of the winds, treats of the distribution of light and heat, the phenomena of atmosphere, the form and dimensions of the grand divisions of the earth, the effects of climate on its surface, the distribution of animals and men upon it, and the connection between the character of lands and the people that inhabit them. Its study leads us implicitly to believe that God made all that greets our eyes, and that when He had made it, His eye, critical beyond all created perceptions, saw it very good.

Out of all this great subject, the Professor took for the topic of the evening a single branch—the physical geography of the United States, and the proof it discovered that the whole land was designed for one and only one nation. He was unfortunate in having no good physical map of the United States—none is yet to be had in the city. The only map of the kind desired to illustrate the lecture, was one of South America, by Arnold Guyot, on which the lowlands are depicted of one color, the plains of another, the lofty table lands of another, the mountains distinctly pictured, and the rivers made much of, widening toward their mouths. With such a map of the Union before us, it would be easy to see how the great Rocky Chain, whose highest peaks are outside of our territory and its passes within it, binds, not severs us; how the Allegheny, whose least accessible heights are near its extremities in New Hampshire and North Carolina, and which, throughout the greater part of its length, is no obstruction to travel or internal commerce, shedding its copious streams with rapid falls toward the Atlantic, and affording the abundant water-power which a civilized people always embraces to build up manufactories, out of which cities and thriving towns are bred; how the great Mississippi Valley, larger than all Europe, excepting Norway, Sweden, and Prussia, is in every acre bursting with fertility, and its rivers, owing to their very slight fall, (the Mississippi itself falling but fifteen hundred feet from source to mouth,) navigable to the very springs whence they issue; and how this great valley, gathering the water from the western slopes of the Alleghanies, from the eastern exposure of the rocky range, and the slight elevations that lift themselves for hundreds of miles along nearly the line of the forty-ninth parallel, (our northern boundary,) must be the property and the home of but one people.

This physical unity of our country was exhibited very clearly by the Professor, so that the most skeptical saw it. In illustration of the ease with which water communication between the East and the West may be obtained, he referred to the proposition made to the last Congress for a canal of half a mile in extent, to connect the Minnesota River and the Red River of the North, which being completed, together with a canal to connect the navigable waters of the Illinois and Lake Michigan, vessels may pass freighted through the rivers now in use and the canals already completed from New York to St. Louis, and from New Orleans, up the Mississippi, up the Minnesota, by canal to the Red, down the Red to Lake Winnipeg, and up the Saskatchewan to within one hundred and fifty miles of the Frazer River gold fields. This transverse route, indeed, takes us out of our own land, but it only shows that we have not exceeded the bounds that nature would permit us as one people to occupy on the north. West of the Rocky Mountains we have a region hopelessly sterile, but abundant in mineral resources—a region whose life depends on its free communication with the western frontier of the Continent that looks out on Asia, and with the east that confronts Europe.

Never was there a country whose parts were so naturally dependent and beneficial to each other. The business of New England is the fisheries, and manufacturing. Is any corner of the Union the poorer because Massachusetts draws her boundless supplies of food from the Banks of Newfoundland? Is the South impoverished because New England was so good a customer for her cotton, rice, and sugar? Was Louisiana or South Carolina any less rich because from the frozen North the hated Yankees brought down their ice to cool them? And are they wise when they tell us we shall not carry ice to their parched tongues because we came from Abraham's side of the great gulf that they would establish where nature made none? Is the West or the South any less prosperous because the Middle States dig iron from their hillsides, or whiten all seas with the sails of their ships, or convert into a thousand articles of use or luxury the raw material that at home and abroad they can lay hands on? Is the North any poorer because the teeming West is prolific of grain? or because the South

gives them cotton, or rice, or sugar, which they cannot themselves produce? Is any portion less abundant in wealth because the Pacific slope and the bleak mountains of Nevada shell out such stores of gold and silver and all precious metals?

Next the Professor considered the connections of Physical Geography and the development of the human race. Presuming that the first pair were sheltered in the Eden of Asia, where revelation, ethnology, and all history concur to trace them, he showed how the Caucasus to the north and the mountain ranges on the south, forced their growing family to migrate when the land became too straitened for them along the peninsulas of the Mediterranean and of Southern Asia, and how the present distribution of the human family could scarcely have been produced from any other very distant starting point. In Asia humanity spent its boyhood. There the race spread itself, very much as that great division seems on the map to the eye: huge, shapeless, graceless. In Europe it reached its bearded manhood; in Greece attaining its most exquisite sense of beauty; in Rome clothing itself with its greatest power. The Professor showed how the very geography of Europe, crossed and intercrossed with mountains, its outlines deeply indented by the sea, and its divisions made almost impassable, fitted it for the home of distinct, belligerent, conflicting States. European history is, as it geographically might be presumed, one long series of wars. Scarcely a foot of soil but has been fought over. Yet its States that are most powerful are so by the union of smaller States which the complicated mountain ranges do not forbid to be united. Spain never was great till Castile, Leon, and Arragon were made one. France was weak till the whole Gallic race acknowledged the same Government. Great Britain assumed her imperial proportions only when all of Europe that nature would permit to be united under British sway were brought together. Still these separate nationalities were not an unmixed injury to the race. They had begotten separate and rival schools in art and science. The conflict between people so narrowly yet so surely separated was not confined to arms; but they struggled with all appliances for the mastership in every civilized art, and great advantage to the human family was the result. But when strife had wrought its work of discipline, when all was ready, the curtain of the Western Ocean was lifted, and behold, a New World! And not its bleak side turned to the Old Nations, but that coast line which is indented with scores of welcoming harbors. How different would the last two centuries of American history have read if the Pacific side had been turned towards Europe! How long they may have beaten along its shore, searching in vain for so narrow an entrance as the Golden Gate!

The lecturer dwelt eloquently upon the characteristics of our country that invited emigration from Europe, and deduced the style of man that our land should produce. He should have the endurance of the Englishman, the vivacity of the Frenchman, the phlegm of the Turk, the heart of the Irishman, the dignity of the Spaniard, the eye and ear for beauty of the Italian, and the unquenchable patriotism of the Pole. America was never destined to be the home of aristocrats or slaves. Somebody has said that Europe was the paradise of the upper classes, the purgatory of the middle classes, the hell of the poor. Our land is the poor man's home. Its destiny is to teach that all men, no matter what the conformation of their skulls or the color of their skins, may be free, happy, virtuous. It is the land for one people, and never can be the home of two nations. There was but one devil—that was slavery—potent enough to attempt to check us in the career we had started on. That monstrosity must be annihilated—that devil must be slain. [Applause.] Then nothing can prevent our progress toward the glorious goal that the reign of man, the hope of Christians, and the physical geography of the land had pointed out as ours. Break the neck of that devil, slavery, which has launched this war upon us—crush it utterly out, and nothing can disturb our peace again for years. Our people are aroused at

last; they see what a birthright they may lose by sluggishness, what a future they insure by timely action to preserve what we have and punish and extinguish treason. They will not be untrue to their trust. When they resolve at all hazards that every creature who bears the image of God is empowered to have and to hold for himself and heirs that image forever, with all the rights the Creator meant it to carry with it, they will insure us one country, one Constitution, one destiny.

We have above but feebly indicated the trend of the great thoughts with which the lecture abounded. It was frequently interrupted by applause, and when it ended, a volunteer quartette, under the lead of Mr. Elliott, sang a patriotic song or two, and then the evening's entertainment was over.

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### THIRD DAY.

WEDNESDAY, May 6th.

The President called the Institute to order at nine o'clock, A. M.  
The Rev. A. Higbie, of Napa, offered prayer.

The President read the following communication :

ACADEMY OF NATURAL SCIENCES,  
San Francisco, May 5th, 1863. }

*To Hon. John Swett, Superintendent Public Instruction :*

At a meeting of the California Academy of Natural Sciences, held May fourth, it was resolved that the rooms of the Academy be opened to the members of the Teacher's Institute every afternoon during the present week, from four o'clock to five o'clock and thirty minutes. The rooms are at 622 Clay street, near Montgomery, third story.

LEANDER RANSOM, President.

In explanation, the President stated that at the rooms of the Academy of Natural Sciences was to be found the largest collection of mineral and other specimens in the State. It was an extremely valuable and interesting collection, and he certainly recommended those who had never visited it to avail themselves of the invitation. The rooms were situated at No. 622 Clay street, near Montgomery.

Mr. Ellis H. Holmes was called to the Chair.

#### TEXT BOOKS.

The report of the Committee on Text Books was called for as next in order.

The Secretary read the following report :

The Committee on Text Books respectfully recommend that the following be adopted for use in the Schools of the State :

*Readers.*—Marcius Willson's series.

*Geography.*—Fordyce A. Allen's Primary; S. S. Cornell's Primary; D. M. War-

ren's Intermediate ; and D. M. Warren's Physical Geography. Pelton's Outline Maps. *Arithmetic*.—James S. Eaton's Primary ; Warren Colburn's Intellectual ; and Horatio N. Robinson's Practical Arithmetic.

*Grammars*.—Quackenbos' English Grammar ; and Greene's Oral Instruction, (for Teachers only.)

Your Committee would also recommend that one hour each day be devoted to the discussion of text books ; that the Secretary be provided with a blank book, in which he shall keep a list of the different text books suggested by members, and that at any time during the sessions or recesses of the Convention, the County Superintendents, Trustees, and Teachers of the Public Schools, are requested to place a mark against the book which they prefer. It is thought that in this way the sense of the Convention can be obtained most easily, quietly, and satisfactorily. The result to be made known near the close of the Convention.

GEORGE W. MINNS, Chairman.

Professor Minns said the Committee had not reviewed the different books, but they simply presented the names of those which they recommended. There had been reports submitted to two Conventions, and published, with reference to all those books except Quackenbos' English Grammar, and the subject had been considered at length, particularly by the last State Convention at Sacramento. It seemed to him that they were in possession of all the information requisite, and what they wanted now was to come to a vote. They wished to have the matter decided if possible. Every one knew it was very difficult for Teachers to agree upon text books. One reason why lawyers were not allowed to sit upon a jury was, because twelve of them never could agree upon anything, and he supposed Teachers were in the same category with reference to text books. [Laughter.] It appeared to the committee that the time for discussion on this subject had gone by, and they were afraid if they got into it again it would never terminate.

Mr. Higbie moved the adoption of the report. Carried.

Mr. John Bagnall, of Colusa, made a telling little speech on the subject of talking out loud enough to be heard. He enjoyed very much what he had heard so far, but would be obliged to refrain from giving any opinion to his Colusa fellow Teachers as to what he had not heard.

Mr. J. C. Pelton moved, in order to bring the question of text books further before the Convention, that they approve of Quackenbos' History of the United States, which was put, and lost.

Mr. Pelton said he made the motion simply for discussion. He had heard that book very highly spoken of as combining all the practical qualities of a good small primary history. It had



a very pleasant detail, and was calculated to introduce favorably the more elaborate works which followed.

Mr. J. L. Wilbur, of Yolo, said he felt like congratulating the Institute that this subject was in able hands, and expressed the utmost confidence in the impartiality of the committee, and the intelligence and patriotism of the State Board. He had no desire to hear any great amount of discussion on text books in the four primary studies, and was willing to rest it with that noble body. He knew little about Quackenbos' History, but so far as he had examined it, it was *quack* without the *boss*. He admired Willson's clearness and fairness, and regarded him, as an author and writer, far superior to Quackenbos.

Mr. Harris, of Sacramento, said if the motion had been made to include all histories it would not have been voted down. He moved to take up for discussion Histories of the United States, which was carried. He proceeded to advocate Willson for his scholarship, system, conciseness, patriotism, and correct proportion in the treatment of small and great events.

Mr. Higbie concurred, but said there was another work which he thought better still—Lossing; because it contained all the elements of Willson, together with references to other parts, like a polyglott bible.

Dr. Henry Gibbons, of San Francisco, thought it would be well to advise that no text book be used which had not been published within three months, and that no advice be considered as operative for more than three or four months; one text book, however old, would be much better than constant changes. Every three months the Teacher wanted a new set; before scholars could get the hang of the new text book they would have to get the hang of the new Schoolmaster. [Laughter.] It was a serious tax on parents, and ought not to be suffered. There was more in the oldest of text books than many of the Teachers in California knew. [Applause.]

Mr. J. C. Pelton also felt the evils of the confusion arising from the infliction of a multiplicity of text books. He had obtained a little insight into how it was done. Teachers should be living text books, and children need not then be crammed with senseless formulas. He had often thought of a remark he once heard made by the present Superintendent of Public Instruction, while Principal of the Rincon School: "After all, bear in mind that blackboards are not the heavens, and chalk marks are not the stars." [Applause.]

Mr. Thomas Ewing spoke highly of Weld & Quackenbos' New Grammar. He did not believe that any text book would do in our Schools—Smith's, for instance. The main feature of Weld & Quackenbos' Grammar was, that it commenced with plain, simple principles of analysis, and after that gave concise definitions, leaving out the rest of the matter found in ordinary text books, which should be given orally by the Teacher.

The President said he would like to embrace this opportunity to notice "The Only Sure Guide to the English Tongue." It was an old book, and he did not know that it could be obtained in any of the book stores, but it possessed the advantage of being illustrated. It was published a century ago, and he had placed it on the table for examination.

Mr. Harris, of Sacramento, regarded text books as made for the convenience of the Teacher. The question to ask was, which was the most convenient, or which would make the work most easy for the Teacher? not, which would make it easier for the scholar to learn independently of the Teacher? After deciding what it was to make the Teacher's work easy, it would not be difficult to determine whether Robinson, Thompson, Quackenbos, Bullion, Wells, or Clark, was best. In that view, he advocated Willson, Bullion's Grammar, Thompson's Practical Arithmetic, and Davies' series in mathematics.

The President resumed the Chair, and announced that the time for this discussion had expired. He gave notice that the Board of Examination was under the necessity of holding a session at eleven o'clock this morning, at which candidates for State certificates should be present.

Mr. D. C. Stone, Principal of the Grammar School at Marysville, was introduced to the Institute, and proceeded to deliver a lecture on "Grammar."

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OPTICS.

Miss Clark's Model School class recited a lesson in Optics, first introducing themselves with a song, accompanied by Mr. Mitchell on the piano. Miss Clark said they had been charged with calling familiar things by terrific names; certainly they had not uttered them in terrific voices. It had been intimated, too, that one of the papers read yesterday gently ridiculed the very method of teaching grammar on which they prided themselves. She feared that those who were terrified yesterday

would be horrified to-day—but they would try at least to be heard, and she hoped no unpleasant consequences would result.

The examination having concluded, at twelve o'clock, M., a recess was taken.

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#### AFTERNOON SESSION.

Mr. E. H. Holmes in the Chair.

From one o'clock to one o'clock and thirty minutes, Miss Sullivan's class, from the Model School, was engaged in an Object Lesson. The exercise seemed to command the closest attention of the Institute.

Mr. Burgess concluded his lecture on Linear Drawing, (from yesterday afternoon) and illustrated the more difficult parts of perspective.

The Rev. Samuel H. Willey, President of the College of California, next delivered an address on "The Place and Relations of the College in our System of Education;" at the close of which a brief discussion was held on the "Defects of the Course of Study in Common Schools," and at four o'clock the Institute adjourned.

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#### EVENING SESSION.

At eight o'clock the President introduced, to a well filled house, Professor J. F. Whitney, the State Geologist, who proceeded to deliver a lecture on "Alexander Humboldt."

Adjourned.

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## FOURTH DAY.

THURSDAY, May 7th.

The morning session was opened at nine o'clock. Prayer by the Rev. D. B. Cheney, of San Francisco.

The President announced that the first subject in order would be the discussion of text books in geography. The report of the Committee was in favor of Allen's Primary, to be succeeded by Cornell's Primary, Warren's Intermediate, and Warren's Physical.

Mr. Alley, of Sonoma, inquired whether Allen's Intermediate Geography had been published.

The President said it had not been published, and would not be for some time to come.

Mr. Higbie, of Napa, said that every author, as well as every Teacher, has his mode of doing things, and if the pupils start with one, it is much better to pursue that plan throughout. He was in favor of either Cornell or Warren, as a *series*, but rather preferred Warren, because he included in his geography the physical conformation of the country, which the other did not.

Mr. Pelton, of San Francisco, as a member of the committee, begged leave to present some of the reasons which induced them to select the books named. It was thought that Allen's Primary Geography should be in the hands of every child, it being a pleasing instructor in natural objects connected with geography, though it was not strictly a book on geography, unless they regarded the subject in a very broad sense. The committee had not considered the book as necessarily a part of the series, although it was agreed upon that it should be properly the first regular book in geography. From an extensive use of Cornell in this State, as well as other States, for four or five years, he felt authorized in pronouncing it vastly superior to all other books of the sort. It combined theory and fact in the most happy manner, giving all the facts of general importance that a Common School pupil required. Every pupil should have its contents stowed carefully away in his mind. If he could have his way, he would permit no other course than that. Warren stepped outside of geography strictly, and presented a large variety of other interesting matter, such as Natural History and Physical Geography. Some geographies, he thought, exhibited

absurdity in its most absurd form. He was for taking this as the book for beginners, and beyond that having no regular text book, and no set lessons whatever. He mentioned several additional merits of Cornell's Primary. The typography was excellent; the questions and answers were naturally arranged in contrasted type, which was not a small matter for children, to whom a mass of type thrown together hap-hazard was unattractive and injurious. The book contained just enough upon the map to give some distinct idea, and not too much so as to lead to confusion. Covered up with rivers, and the borders confused with names, no geography was likely to impress the image of a country so well on the mind; unless the ideas of pupils were constantly drawn to the facts which they were to acquire, they would forget what they were doing, and by having the questions in the midst of the material, they would learn as they advanced, and as children ought to do.

Mr. Wm. White, of Santa Cruz, said he had used Cornell's Primary Geography, and knew it to be a good work. It was a great assistant in map drawing, which he considered a very necessary part of the study of geography. Each time the child drew the map from the book he would do it better, and finally its image would be very clearly and indelibly impressed. He inquired why Warren's Primary Geography had not been adopted, so as to have a uniform series throughout.

Mr. Sparrow Smith, of Sacramento, preferred Cornell's series for the reason that it contained little that was arbitrary.

Mr. George Smith, of Sacramento, preferred Warren's. Practical questions, such as the resources of a country, were taken up in it, which were omitted in the others. The Superintendent had recommended that practical questions should be used and inculcated. He considered Warren's Primary Geography as eminently meeting that end. It seemed to him better to take up one entire series.

The President expressed a desire to hear from somebody in relation to Allen's Primary, which, he said, was founded on the object system of teaching, and was the first geography ever published based on the natural method of teaching that science, consequently, it ought to be welcomed, he thought, by every Teacher with a perfect shout of enthusiasm. The book spoke for itself, and would commend itself on five minutes examination to any Teacher. The publishers had no Agents in California, and, consequently, there was no influence behind it to *secure its adoption*.

Mr. George Smith inquired where or how pupils could get a knowledge of the physical conformation of a country in Cornell's Geography. Warren was far superior to any other that he had seen.

Mr. Sparrow Smith said the very reason why the last speaker preferred Warren, was his reason for rejecting him. In a general book, calculated for a Common School text book, one general description of the physical aspect of a country would answer every purpose. Cornell's was a scholarly work. If Teachers had no information on this subject themselves, Warren was to be preferred; but all Teachers were supposed to know the principal features of physical geography, and to be able to present them orally in detail.

Mr. T. J. Alley thought the right way to begin teaching geography was with the terrestrial globe. It should be fully established to the child that the earth on which we live was a sphere, and that we were on the outside of it. That plan might be most satisfactorily carried out with Allen's. After that, no other work filling the place of Cornell was worthy of notice. Changes from one series of books to another in geography were not at all so serious as in the case of grammar. He found Warren's Intermediate far superior to Cornell's Intermediate—more instructive, and more interesting. The details were not so heavy. Four fifths of the contents of Cornell's Intermediate were unnecessary. Another thing in favor of Warren's, was its large map of the State of California, which gave an opportunity for teaching thoroughly the characteristics of our adopted State.

Mr. M. A. Lynde, of El Dorado, hoped the Convention would not adjourn without agreeing, with some unanimity, upon a particular series. It depended less upon the particular text books than the success in teaching that particular branch, and it was almost impossible to classify our Schools on that account. Parents frequently objected to purchasing text books, and many of the right sort of books could not be obtained. Were the matter once settled, and the authority of the law given to a fixed series, there could be no further difficulty. Even a poor book in the hands of a skilful Teacher would be found beneficial.

The President announced that the time allotted for the discussion of text books on geography was up, and that the next subject in order would be histories of the United States.

Mr. J. L. Wilbur, of Yolo, said he was requested by Mr. Mc-

Chesney, of Nevada, whose business took him away, to offer a resolution that too much time was spent in the study of geography in our Common Schools. The idea was that the memory of pupils was burdened with technicalities and minor features, to the neglect of the great outlines.

The resolution was adopted.

Mr. Tait, of San Francisco, considered history next in importance to geography, and next in difficulty to arithmetic. He could not name any text book which he particularly preferred above others. Whatever book was used should be used as a *reading* book by the historical class, and not used as a text book *per se*. Then he would have a set of questions prepared early in the School session, to be copied by each scholar into a blank book. A hundred questions would embrace all the great facts of the book. Let the answers to these questions be memorized thoroughly, but let the lessons be *topical*, not by so many pages of the book. For instance, let one lesson concern the aborigines of the country; have the lesson *read* by the class, and talked over by the Teachers, avoiding for the time all parts of the book that do not bear upon this one topic. In this way the scholar finds himself in the midst of a delightful study, and not, as by the common method, lost in the mazes of insignificant details. Let another topic lesson, or series of reading lessons, be the foremost Americans of certain epochs. While that is on, let all other parts of the book be kept aside. Again, history, studied in this way, may be made an excellent auxiliary to acquiring the use of language. Keep the class interested for two or three days upon some one topic, and then require some one of them to tell all he knows about a portion of it. Say, ask him to tell all he knows about Washington. Don't be too sharp or critical upon him. Give him full swing. He has remembered some anecdote, some one fact, some remarkable saying. Encourage him to tell that. He will like it; the others will chafe for their time to come. Now, to tell a story well, to make a clear statement of what one knows, is a great art; the pupil by such exercises is led on unwittingly to the acquirement of that art. He is learning the practical part of grammar without suspecting it. He acquires fluency of speech by the means, and indelibly fastens on his own mind the history that he has learned by repeating it to others.

Mr. Wilbur expressed unqualified concurrence in the remarks *just made*, and regarded history as the only study calculated to

instil a noble patriotism. The mind was expanded as much as in any other study, whilst it became enriched with the facts of centuries. He liked Willson.

Mr. William White, of Santa Cruz, said within the last two years he had visited, in this State and in Oregon, two hundred Schools, of which one hundred and sixty, at least, were Public Schools, and he had seen history taught in only fourteen.

Mr. Conklin, of Placerville, hardly concurred in the views which had been presented as to the proper method of teaching history. The topical method was very excellent, and the results he knew to be good. Instead of taking the study up after geography, he would teach them together, but reading lessons should be made reading lessons exclusively.

The President announced that the time had expired, and the next subject in order was

#### GRAMMAR.

Mr. Pelton thought Quackenbos was excellent in the employment of rational terms. Many other books attempted to lead the child through matters utterly incomprehensible to them. The whole subject of Grammar was usually on stilts; it was of no practical use until knocked off and brought down to a rational standard of English. The first grammarians in our language were, unfortunately, classical scholars, and consequently, had lugged in a vast amount of irrelevant matter.

Mr. Tait, of San Francisco, could not conceive why a Teacher who had plodded his way in the acquirement of the science of language should not be able to point out clearly to scholars the very difficulties which he had met, and show them how to step over them. He strongly advised Teachers to purchase a little book entitled "Wells' Graded Schools," which was a whole Normal School in itself, a perfect Teachers' Institute, presenting compactly a system with which any live Teacher would be sure to succeed. Mr. Wells was the Superintendent of Schools at Chicago, and his work had been very generally adopted as a guide. He (Tait) could not point out any defects in it. He thought very highly of Greene's Grammar, because it was classic in its style, and a chaste manner of expressing one's thoughts was the object of Grammar. Mr. Greene had copied the best parts of a peculiar Greek Grammar.

Mr. A. Higbie, of Napa, said, by some hook or crook, Teachers outside of the city were shut up in School houses, away from



society, where they were in need of some good book to tell them how to use the English language properly, and the classics were not of so much importance to them as a good use of the plain Anglo-Saxon words. [Applause.] Greene was a classic author, no doubt; but so was Fowler, and the latter combined the same advantages with more system and force.

Mr. John Bagnall, of Colusa, considered the Teacher himself as of far greater importance than the text book. By judicious conversation and questioning he could make it interesting. If it was a dry subject to the scholars, the Teacher's business was to wet it for them.

Mr. Comins, of Calaveras, said he was willing, generally, to defer to city Teachers, but he thought the remark of a previous speaker, to the effect that country Teachers needed a text book to know how to talk English, would have come in better grace had it been qualified a little. [Laughter.]

Mr. Higbie said he was from the country himself, and intended no reflections.

The President remarked that the "Only Sure Guide to the English Tongue," an ancient book with queer illustrations, had not been canvassed as a text book, and it was still lying unhonored and unsung, buried under heaps of other text books.

A gentleman desired to have part of it read for information, but the proposition was ruled out of order, on the ground that the peculiarities of the book lay in its pictures.

#### SOCIAL REUNION.

The President called attention to the social reunion which was to take place on Friday evening, and stated that tickets might be had of Messrs. Swezy and Tait.

Mr. M. A. Lynde, Superintendent of El Dorado County, regretted that the reunion had been left to the last day, for the reason that a large portion of the Teachers of the interior would be compelled to leave on Friday's boat. He felt safe, however, in saying, on their behalf, that it was not because they did not wish to attend the reunion; but they were obliged to get to their work on Monday morning, and would otherwise have to violate the Sabbath.

Mr. Swett said it was placed on Friday in obedience to the old maxim of "work first, and afterwards play." [Applause.]

At ten o'clock and thirty-five minutes a recess was taken for ten minutes; after which a second calisthenic performance, by

Miss Parrott's class of young ladies from the State Normal School, was witnessed with interest.

#### A STATE EDUCATIONAL JOURNAL.

Mr. D. C. Stone, from the Committee on the Establishment of a State Educational Journal, reported verbally, that the committee were not in favor of the project, as the expenses of such a work would be too great; and recommended that the efforts and good will of the California Teachers be given to some of the most worthy of the Eastern journals, such as the *Rhode Island Schoolmaster*, or *Massachusetts Teacher*, the *Illinois Journal of Education*, etc. The *Rhode Island Schoolmaster* was published at one dollar per annum, and at the present rate of exchange it would not cost over seventy cents, and by taking a large number of copies the price would be still further reduced. The periodical was invaluable. He proposed that each Teacher subscribe for it, and leave seventy-five cents with the Secretary.

Mr. H. N. Wilbur, of Yolo, said we did not depend on the East for our breadstuffs, and the like, and it was strange if we had not talent or money in this State to establish an educational journal. He was strongly in favor of it. The previous effort to establish an exponent of the Teachers had failed, it was true. He remembered falling in with an old style Teacher who used the birch and chewed tobacco. "That paper at San Francisco," said he, "I believe Mr. John Swett is the author, has innovations in it; I do not believe in book farming or book teaching!" That Teacher was opposed to blackboards—thought slates were sufficient. The time was come when such opinions should be rooted out, and he believed it could be most effectually done by a State Educational Journal.

Mr. Sparrow Smith, of Sacramento, respectfully dissented from the report of the committee. He believed we had patriotism as well as talent and money enough to support a State School Journal. Teachers would rather pay three dollars—or even five dollars—for an educational journal here, than to subscribe for one in the East. Franklin remarked, "the more papers, the more readers," and he succeeded in establishing the third daily paper in the United States, notwithstanding the adverse predictions of his friends. The Teachers of California wanted the people to know that they were a distinctive association, and a profession whose rights and privileges were to be

respected. All of them agreed that there were great faults in the educational system of California, and they could not depend upon Eastern journals. For his part, he would rather give ten dollars or twenty dollars for a State journal than twenty-five cents a dozen for all the Teacher's journals published in the East. His plan was, that there should be a Resident Editor in each of the counties, who should take charge of the local Institutes for the year, and furnish the matter for that month. It would be a fine way to bring out the talent of the Teachers, and to impart to each other their experience. It could be published for three dollars a year, and he thought less, even if there were only a few copies taken. He hoped there would be an abundant discussion.

Mr. J. C. Pelton, of San Francisco, said he would rather pay ten dollars for something produced in California, than six bits or two bits for the same article produced in Connecticut.

Mr. J. L. Wilbur, of Yolo, said he was in favor of a State educational journal, but a majority of the Teachers in California taught only three or four months in the year, and in some instances their Post Office address was five to fifteen miles away, so that they would not be able to get a California journal any quicker than one from the States. An educational journal in Boston or Philadelphia, where talent was commanded by money, embraced the fundamental principles of instruction as well as any could on this side of the Rocky Mountains. Our maps and School books were not published here. The metropolitan Teacher could not conceive of the difficulties experienced by country School Teachers. Children came from two to four miles, and they stood faithfully by to aid, while their pupils were fighting the mosquitoes and obtaining the rudiments of education. A tax of eight dollars or ten dollars at the heels of their uncollected rate bills would pan them out. [Laughter.]

Mr. Sparrow Smith said the last gentleman inadvertently made a gross misstatement, when he said that the Eastern educational journals commanded talent by money. It was notoriously untrue. [Laughter.] Not one of the educational journals in the East paid anything for their articles, and that was why they made them come so cheap.

Professor Swezey said he was somewhat familiar with educational journals in the East, and they had been of immense assistance to him. The *New York Teacher* was supported in the manner just indicated, by the Teachers of the State. In other

States bodies similar to this, only not one tenth as large, established journals of education, and individual members had signed papers by which they became responsible for any deficiency that might arise in the publication. Some of them were obliged to pay ten dollars or so, each. There were present at this Institute four hundred Teachers. Was it possible that here such a journal could not be supported? It was necessary to know each other's doings, and to be apprised of changes in Post Office address. If Teachers lived so far away as to be able to get to the Post Office only once a month, let them go on the day that the *California Educational Journal* arrives. [Applause.] They needed, also, some such means of communication between the State Superintendent and county officers and Teachers. He had made some inquiries in reference to the cost of printing an educational journal in this State. One printer said he would print five hundred copies of a monthly magazine, containing thirty-six pages of original matter, and some additional advertisements, for about ninety-six dollars. He was of the opinion that twelve hundred dollars would cover the expenses for a year, and one hundred and twenty-two dollars a month would furnish one thousand copies. There was no influence so powerful to promote the interests of education as a journal; and wherever journals had been established with a will, they had succeeded most wonderfully. He had been surprised, on looking over the back volumes of the *New York Teacher* in his possession, at the amount of useful matter they contained. He proposed that each one should pledge himself for four subscribers, and pay the money in. [Applause.]

Dr. H. Gibbons said, a certain old rat, in a convocation of rats, who had been very much annoyed by a certain cat, proposed as a remedy that a bell should be put on the neck of their feline neighbor, so as to give notice of her coming. That was agreed to with great unanimity; but the next question was, "Who should put the bell on the cat's neck?" He had had a great deal of experience in the publication of journals both in this State and the Atlantic States, and he ventured to assert that if they were to inquire as to the probabilities of the success of this journal in any of the printing offices of the city, not a solitary man would answer that it could be carried out successfully.

Mr. George Tait, of San Francisco, thought the matter of such great importance that something should be attempted. The people needed to be informed of the labors of the Teacher.

The newspapers were not open to them. An *organ* was needed. Honors were not conferred upon Teachers—they were never made honorary members of associations. They were not distinguished from the general mass. The preference was given to doctors and lawyers. Teachers were respected by parents for their education and their virtues, but not by the general community. Wealth and honors lay in another direction. He had felt these difficulties, and the question had even occurred to him whether it would not be better to enter some other profession, or become a merchant. It was their own fault. A journal of education would serve as an organ, would enlighten the people in relation to schools, and enable Teachers to maintain properly their own standing as a class. During the last six weeks the Board of Education had been perfecting their school regulations, taking the Sacramento Act, and compiling from it and from other Acts. Such facts should be made known to the Teachers by means of a journal. The Board of Education of San Francisco would want five hundred copies of it—at least it would pay them, and pay the Teachers, to take that number. Not long since a difficulty sprung up in one of the Schools here: some children refused to sing patriotic songs, and there was a “muss.” Parents said they had the right to say what they should sing, and the Board of Education did not know how to meet the difficulty; when, finally, it was decided that the Music Teacher should determine what was to be sung. Similar difficulties had sprung up in other Schools; and a journal, while removing many of these, would inculcate uniformity of principles and practice.

Mr. Minns in the Chair.

Mr. E. A. Rogers, of Tuolumne, said this was an age of progress. That a journal was needed, no one could doubt; but the only question was, “Is it practicable?” An educational journal would display a certain amount of intellectual merit in the State, which all of them would be glad to see. But it was also an age of economical progress. As a friend of education, he would prefer to distribute among the people the largest number of journals devoted to the cause of education that he could for the same amount of money. To get at the matter, he moved that a paper be left on the Secretary’s desk, to give an opportunity to each and every member to subscribe the number of copies he would be willing to be responsible for, showing, by *that means*, how far they were willing to test their sincerity

through their purse. He feared there would not be enough to support a journal.

Mr. J. E. Stevens, of Sutter, said he supposed the committee had reasons for making the report they did. Enthusiastic persons seemed to think it needed no money. He admitted that he was an old foggy in these matters. Young converts to a cause were too apt to allow their enthusiasm to run ahead of their purse; he had done the same and learned caution. Assuming that five hundred copies would be subscribed for, his estimates would make the cost to the printer one thousand one hundred and fifty-two dollars, saying nothing about the editorial and incidental expenses. He knew from experience that a man could not live upon air,—and the man who was to get up the editorials must live either by that or rely on some other source. The subscription would amount to three dollars a year. He therefore counselled common sense.

The hour for recess having arrived, the matter was laid over till one o'clock.

The President read a letter from the officers of the San Francisco Olympic Club, tendering to all the members of the Institute an invitation to pay a visit to their Hall, on Sutter street, two doors from Montgomery. [Applause.]

On motion of Mr. Wilbur, a vote of thanks was passed to the members of the Olympic Club, also to the Mercantile Library Association, for the civilities extended.

At twelve o'clock and ten minutes, the Institute adjourned.

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#### AFTERNOON SESSION.

At one o'clock the discussion of the establishment of an educational journal was resumed.

Mr. Stratton, Principal of the Mason street School, San Francisco, said he was decidedly in favor of the establishment of a State Teacher's Journal. He had often found that parents took no interest in the Schools; and when they did take an interest, they invariably rallied round them. He believed that the people of California were open to their true interests; and just show them that such and such a thing would be for the benefit of the Schools, and they would be willing and anxious to carry it out. He wished to convince parents of the wants of the Schools, and he believed that this could best be accomplished by the establish-

ment of a journal. It had been stated that the Teachers could not sustain a journal; but if they did not feel enough interest in their profession to combine and endeavor to sustain a journal, he did not wonder that the parents looked upon them with disgust. [Applause.] If each Teacher would only employ a little effort to place the journal upon a paying footing, it would soon be established; but if no efforts were used, could parents be blamed for refusing to give support to Teachers, when the Teachers themselves refused to maintain a journal which represented their best interests? He thought that this was the best time for establishing the proposed journal; for if they waited for a better it would be like the boy who sat down by the stream and waited for it to run past. [Laughter.] The journal would not only cause Teachers to take an increased interest in their profession, but cause parents to take more interest in the Schools than they had yet done, and to render their assistance whenever it was required. [Applause.]

Mr. Melville, of Nevada Territory, said he believed that many good results would be obtained by establishing a journal. He was engaged in teaching across the Sierra Nevada Mountains, and he only spoke the opinion of every Teacher there when he said that they desired to have some such journal established as the one proposed. He had derived great benefit from the educational journals in the East, and he would subscribe for twenty-five copies, to be sent over the mountains, even if it was published at three dollars a copy. [Applause.]

The State Superintendent said there were two questions for the Institute to consider: First, whether the material means could be procured; and, Second, when the money was raised, whether such a journal as they proposed could be established or not. As to the first question, he was inclined to think that enough money could be raised. There were six hundred men engaged in teaching in California. Out of that number, one half ought to be able to maintain a journal. Each Teacher ought to canvass his district for subscribers, for in each district there was always at least one man who had some faith in the Public Schools, and who would subscribe for the journal and pay for it. The new School law states that each Teacher shall be paid five dollars for every session of the County Board which he attends. If he attends two sessions he will be paid ten dollars; if three, fifteen dollars, and so on. Now, he put the question to them, whether they would not apply a portion of this money to sus-

tain a journal of their own, rather than have to be dependent upon one published in the Eastern States. He thought that each Teacher who would not give half of that money to the support of a journal, was not worthy of the name of a man alive. [Laughter and applause.] He thought they could get twenty men who would give twenty dollars each, twenty others who would give ten dollars each, and twenty more who would give five dollars each; thus the fund would go on accumulating, and at the next session of the Legislature they might get some further assistance, and place its establishment beyond a doubt.

Now, with all these encouraging prospects in view, he thought there was a reasonable probability of their being able to raise twelve hundred dollars. [Applause.]

But the other question he had mentioned was a more serious one. It was whether they could obtain talent of the right sort to edit such a journal—not because there was no talent, for there was plenty of it in the State, but whether they could get the right man, who would devote his time to it gratuitously. There were some men in this city who were willing to give both time and labor to the office, but whether they could be concentrated he hardly could tell. He knew that scholastic journals in the East had a large number of contributors, but whether, in California, they could obtain the same aid, remained to be determined. There was no doubt, however, that if every member of the Institute became a subscriber, and asked every man he met with to become a subscriber also, he would be successful in many instances, and help to place the journal upon a satisfactory footing. [Loud applause.]

Mr. Graham, of Tuolumne, said that if the Teachers of California depended upon any Eastern journals to raise an educational spirit in this community, they would undoubtedly be disappointed, and our educational interests would soon fall behind those of any other State in the Union. He learned that there had been some opposition to the establishment of a journal during the forenoon's debate, but while regretting that opposition, he would remind them that if they depended upon lawyers and doctors to advance the educational interests of the State, they would never be advanced at all. It rested with the Teachers themselves whether the interests of education were raised, and an educational spirit diffused into the minds of the people.

Mr. Smith, of Sacramento, said that the question of subscribing



two dollars, or three dollars, or four dollars, was not enough to deter Teachers from doing their duty. Teachers were not supposed to be men who would sacrifice everything to the dollar. They were men who loved to teach, not because it was the best paying occupation, but because they wished to do the most good. In Iowa, on the outskirts of civilization, they had supported a journal for the last six or seven years, and the last report stated that the committee had a balance of several hundred dollars on hand. Three hundred Teachers ought to defray the expenses of the journal. He thought they should obtain as much money in the Institute as would pay the expense for one year, and he would put down his name for twenty dollars. [Applause.]

Mr. Alley, of Sonoma, expressed his astonishment that any Teacher in the Institute could oppose the establishment of an educational journal among us. He was glad to hear that some of the members subscribed to Eastern journals, but he thought they could do better by subscribing to one published in their own State. He would pledge himself for twenty-five dollars, and he would rather subscribe fifty dollars for a California educational journal than fifty cents for one published in Rhode Island. [Applause.]

Mr. Stone, of Santa Cruz, said that the general diffusion of knowledge is an object to be desired was what no one would dispute; and he thought that it could not be done in a better way than by establishing a journal. In Canada, in the wild woods of the North, they had a journal which would do credit to California. He thought California ought to make just one effort, and she was sure to succeed. He was confident that he could obtain several subscribers in his county.

Mr. Collins, of Nevada Territory, said that the people outside were anxious to know what difficulties were encountered by Teachers in the management of the Public Schools. A journal would not only give them that information, but would arouse the public in their behalf. If Teachers would become a unit, and elevate themselves, and make teaching a profession, he knew of no better means than the establishment of an organ through which they could give expression of their desires to the public. [Applause.] A Teacher ought to enter his school-room every morning with the feeling that he has a high and important mission to perform, and he knew no better plan to keep that feeling alive than by an organ. In the section of

country where he lived there was a strong feeling on behalf of Public Schools, and he was prepared to say that if a journal was established by which the people upon his side of the mountains could become better acquainted with the people of California, it would meet with a hearty support. [Applause.]

Mr. Wibur, of Yolo, opposed the establishment of a journal, not that he was averse to a State Teachers' journal, as such, but he thought that it was not expedient to establish it at this time.

Mr. Ewing, of Yolo, expressed his regret that Mr. Wilbur should take such a course, and spoke in favor of establishing a journal as soon as possible.

Mr. Stratton, of San Francisco, remarked that he had often found it very difficult to make the public think as he did; but when he showed them that his measures were the best, they always came round. Years ago, could he have placed some such journal as was suggested in the hands of the parents of his scholars, how soon could he have accomplished his object? He could have accomplished far more than he ever did. He believed that to awaken any interest in the Public Schools of the State, all that was necessary was to bring the subject before the people, and if any Teacher would take the lead in that work it would not be long before they obtained the reward of their labors. He was willing to put his name down for twenty dollars, and he hoped that there were several others present who would do the same.

Mr. Smith, of Sacramento, moved that the report be accepted.

This having been seconded and carried, Mr. Smith moved that it be laid on the table indefinitely.

This was agreed to.

On the motion of the same gentleman, the President was authorized to appoint a committee, consisting of one from each county, and the gentlemen from Nevada and Oregon, to consider and report to-morrow morning in detail, as to the immediate establishment of a State Teachers' Journal.

Mr. H. P. Carleton, Deputy Superintendent of Public Instruction, then delivered an address on "A New Era in Teaching," in which he considered fully the subject of Object Lessons.

## STATE TAX FOR THE SUPPORT OF PUBLIC SCHOOLS.

Rev. B. N. Seymour, County Superintendent of Alameda County, offered the following :

*Resolved*, That it is the sense of this body that a State Tax should be levied for the support of Public Schools ; and that we hereby pledge ourselves to use all our influence to induce the next Legislature to enact a law levying such tax.

This, he said, was a matter which must commend itself to every thoughtful man in the community. What was the condition of our Schools? He did not ask about San Francisco ; they were all proud to see and feel that there was an excellent system in operation here, maintained by a spirit favorable to education ; and what they wanted was to carry this system throughout the whole State. [Applause.] He had had a brief experience as County Superintendent in two different counties, and found that there were numbers of districts that did not receive money enough to maintain a School three months in the year. Probably there were hundreds of districts in other counties in the same position, and hundreds besides where new Schools ought to be established and the voice of instruction heard. Nearly every district in the State was about building a new School house. In Alameda, the county he now represented, the county tax was already up to twenty-five cents on the one hundred dollars, yet they were in want of additional Schools. According to the Superintendent of Public Instruction, there were thirty thousand children in the State that never attended a Public School. There were at least twenty-five thousand growing up in entire ignorance. Rich men were crying out against taxation. This was the very way to reduce it, for just in proportion to the increase of taxes for Schools was the decrease of taxes for the punishment of crime. [Applause.] The proposition of a State tax was just in every way. The County Superintendents had had the matter under serious consideration, and requested the State Superintendent to issue a large number of circulars, or petitions, on which Teachers should get the names of the people, so as to bring the matter before the Legislature with a force that could not fail to accomplish the desired end, and give us a Public School System worthy of the name. At present, it was said, we stood alone among the loyal States, in not having a State tax for School purposes. Were the Teachers of California willing that this

should be so? Had they come here merely to grasp their pile and run away with it? If so, he would like to see them run away before they got their pile. [Laughter.] He quoted a Latin sentence, but took it back, as it was out of order here. Were the Teachers of California going to make it simply an empty sound, or lay it to heart, and make it a vital principle? Were they willing to labor with everybody in their respective districts, and get their names? It was a plain practical question; how would they answer it?

Mr. Robert Thompson, County Superintendent of Calaveras, said he had been hammering away at this question for the last three or four years, and had felt a little provoked that others did not hammer away at it too. It was a matter affecting every Teacher's pocket. There was not money enough raised to pay them, and they found it impossible to make brick without straw. What quarter could the money otherwise come from that should be permanent, substantial, and unvarying from year to year? There was not a free State in the Union without its State tax. We ought to be ashamed to be alone on this important subject. San Francisco had been alluded to as a model in School affairs. Why? Because it had Free Schools—and the only Free Schools in the State. We should not point to San Francisco for our Free Schools, but they should have them at home, where they were most needed. If this Convention induced the next Legislature to levy a State tax, they would do more than had ever been done in the State towards the permanent establishment of Free Schools. How was this desirable end to be brought about? He had approached Legislatures and County Boards on the subject. They said: "If you want to make yourself unpopular where you come from, advocate Free Schools." He thought if these petitions were circulated so as to show that a large number of citizens were in favor of a State tax, the demand would rise in thunder tones, and be heard. Once signed, the petitions might be sent to the State Superintendent, who, he guaranteed, would use them with effect, because he felt warmly upon the subject. It belonged to the Teachers to say, now, whether this end should be accomplished or not; if they got a large number of names, it would be sure to succeed, and if they took it coolly, he assured them that it would fail. It was for their own interest to work faithfully.

Dr. Cyrus Collins, of San Joaquin, regarded this as the very best movement that could be made by this Convention. It was

a principle conceded by all educators that the property of a country should be taxed to educate the children. Still, men said, "Let every man educate his own children—why should I be called upon to educate such a man's little brats?" They would rather pay for supporting them in the Penitentiary, or for hanging them. The School money ought to come from the richer portions of the State to educate the poorer. There were many counties where it would be impossible to maintain Free Schools on their own account, and it ought not to be expected. The most favored portions of the State would, under any circumstances, receive the most money; but, under a State tax, there would be a more general distribution. A good deal had been said about raising the profession and making it an honorable one in relation to the world; he did not aim for honor, did not ask it, for he felt that he occupied the position of a man in filling the chair of the Teacher. They wanted to get men, and men would have to be bought in this profession, as in all others, for a price. At present, Teachers generally got fifty, sixty, seventy, to one hundred dollars a month, for a few months, and lay idle the rest of the year, till they spent it all; and, very naturally, men preferred to go to making railroads, digging ditches, or doing anything rather than teaching School. A State School tax bill would be the most proper thing ever introduced into the California Legislature.

Mr. Stevens said it was eminently right and just that the property of the whole State should be taxed to educate the children of the whole State?

Mr. Holcomb said he had had four or five years experience as a Trustee in Tuolumne County, and he did not believe the passage of the resolution would effect the object intended. The property would all be assessed, and no doubt a large amount of money would be derived from it, but the districts entitled to most would be those having the largest number of children, so that the result in the back districts would be that they would get a little more money, but not enough to keep the Schools open much longer. He believed the object aimed at could be reached a great deal better if the law was made to give each county the right to levy a certain amount of tax. Then, in a county where there was only a small amount of property, it would be necessary to levy treble the rates of San Francisco. He would go in for the resolution if the object could not better be accomplished otherwise. It might be made imperative on

the Board of Supervisors, if necessary, to levy an increased amount of tax.

The President inquired of the gentleman how many counties were now levying a tax up to the maximum allowed by the present law.

The Speaker said he did not know; but if the Supervisors neglected to do their duty, he would have them compelled to do it.

Mr. John Graham, of Tuolumne, wished the Reporter particularly to notice the remarks concerning taxation for the raising of Teachers' wages. Those remarks were made by County Superintendents, and not by Teachers. If it went abroad that the Teachers were advocating it as a means for raising their own wages, the influence would be lost to a great extent on the public mind. [Applause.] The rate bills levied in the different counties had been a great injury, for the reason that they induced parents to keep their children out of School. Parents frequently were too proud to foot a rate bill, when they were too poor to pay it. He favored the resolution, because it would obviate the necessity of those rate bills, notwithstanding they at present aided very much in keeping open the Schools.

Mr. Richardson, of San Pablo, said he heard a remark made recently by an individual from the Granite State, with reference to communities in general, and especially with reference to the poor—that people would work if they were paid. It had been stated, truly, that the Schools of San Francisco were model Schools; and the reason was, that wages had been offered liberal enough to bring into this State persons from the Eastern States of rare ability—persons who would not work unless they were paid. If Teachers were not properly paid, other very inferior persons would offer themselves for a half, a third, or a fourth of what a good Teacher would be willing to labor for. County Superintendents, he was convinced, would also do much better if they were paid better. He noticed in Bancroft's Hand Book that some of them were allowed the miserable pittance of one hundred and twenty-five dollars a year, and others one hundred and fifty dollars a year. One of them had remarked to him that that did not even pay for the dinners given to those who came to his house in connection with School matters. In the East, they were well enough paid to be able to go through the drifting snow and furnish their reports to the county papers. The result was not only that they labored hard, but that their

labor was appreciated. A good old friend of his said, in reply to a remark of his, "Look out for yourself, or nobody else will look out for you." The starting of a periodical in this State would also require money. It was money that propelled people forward; and he regretted that there were some religious people so wonderfully poor that to talk to them about a dollar would drive their zeal down below zero. He hoped the School taxes would be raised. [Applause.]

The resolution was adopted unanimously.

#### TEXT BOOKS.

Professor Minns, from the Committee on Text Books, presented the following:

The Committee on Text Books recommend the adoption of the following additional text books for use in the Public Schools:

- Worcester's Spellers.
- Burgess' System of Penmanship, for San Francisco.
- Payson & Dunton's System of Penmanship, for the country.
- Burgess' System of Drawing.
- Dr. Worthington Hooker's First Book of Physiology, for beginners.
- Dr. Worthington Hooker's High School Physiology, for advanced scholars.
- G. P. Quackenbos' Natural Philosophy.
- G. P. Quackenbos' History of the United States.

County Superintendents, Trustees, and Teachers of Public Schools, are recommended to write the names of the text books they prefer in Arithmetic, Geography, Grammar, Reading, and in the branches above mentioned, sign his name thereto, and deposit the paper in the ballot box when the vote shall be taken, which shall be to-morrow, (Friday,) at eleven o'clock.

The committee supposed, Professor Minns continued, that in this way the sense of the Convention could be most easily ascertained. The plan was considered more feasible than that proposed the other day, necessitating a number of roll calls. Teachers were therefore recommended to be ready to-morrow morning, at eleven o'clock, with their names signed to slips containing the text books they preferred in Arithmetic, Geography, Grammar, and Reading, to be deposited in the ballot box.

#### STATE SOCIETY.

Mr. Theodore Bradley, from the Committee on State Society, read a short report, and recommended that the sense of the Institute be taken on the matter, and if it were generally argeed *to be feasible*, that a committee be appointed to prepare for a

thorough and complete organization of the State Society, in consonance with the plan contained in the report.

Mr. J. C. Pelton moved that the report be accepted, and laid temporarily on the table for consideration to-morrow.

Mr. Bradley suggested that to-morrow would be the last day, and if the committee could be appointed to-night to prepare a Constitution, or ascertain the sense of members, they would be enabled to report early. It would very much facilitate their arriving at the object desired.

Mr. Pelton withdrew his motion, and the report was re-committed.

#### ANNOUNCEMENTS.

The President announced that Roman & Co., Bancroft & Co., and other booksellers, cordially invited all members of the Institute to visit their bookstores, where every courtesy would be extended to them, and their stock thrown open for examination. To-morrow, at one o'clock, arrangements would be made to accomodate all members who might desire to visit the Public School Houses of the city. For the information of those interested, the Chair also stated that the price of Wilson's Charts, per set, was fifteen dollars. There were twelve charts in the set, accompanied by a Manual on Object Teaching. The Teachers under examination before the Board in session in connection with the Institute, numbering now about one hundred, had, he said, a pretty hard time of it—from nine o'clock in the morning till six o'clock at night—and he would take the liberty, therefore, of adjourning the Institute twenty-five minutes before the time. He announced as the Committee on Educational Journal, Messrs. Sparrow Smith, Swezey, Tait, Minns, Goodrich, Pease, Lynde, Young, Crook, Holden, McChesney, Seymour, Tripp, Collins, Barstow, Bagnall, Woodruff, Wiles, Flatt, Woods, Holbrook, Bennett, and Bourne, and requested them to meet in the committee room at seven o'clock.

At three o'clock and twenty minutes, the Institute adjourned.

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#### EVENING SESSION.

At eight o'clock an immense audience assembled to hear the Rev. T. Starr King deliver his Lecture on Hosea Biglow.

The President, having called the meeting to order, read the greater part of a letter he had received respecting the Institute



from John D. Philbrick, Esq., Superintendent of Public Schools in the City of Boston. The entire letter, with others from distinguished educators, not received in season for the Institute, may be found in the Appendix to these proceedings.

Mr. King was introduced by the President, and after a few remarks called forth by the day's telegrams from the Army of the Potomac, proceeded to deliver his lecture on Professor Lowell's Yankee hero, which was greeted with shouts of laughter and applause from beginning to end. We quote from the *Bulletin*:

Platt's Hall was crowded to the extent of its capacity to hear the Rev. Mr. King's lecture before the Teachers' Institute, last evening. Mr. King expressed his regret that, by order of his physician, he had been compelled to cease writing on a lecture specially adapted for address before such an Institute. The audience, which was chiefly one of strangers, did not share his regret, however, after he had got fairly started, for "Hosea Biglow," they insisted, was "good enough for them," as it is certainly the most entertaining of all the lectures with which Mr. King has favored us.

It is about as hard to read Yankee as to read Choctaw. We are free to confess that we instinctively shy from the dialect when printed, as boys do from Virgil in the original. But with King as an expounder, Biglow looms up and assumes proportions he never did assume before. King reads Yankee in a right royal Penobscot way, as familiarly as though it were his native language, and he had been accustomed to strain syllables through his nose from infancy.

Birdofredum Sawin himself could not have read his odes so well as his expounder does. We have inclined to lament that Lowell had not written the Biglow papers in the common English language. The hit was enveloped and hidden in husks so atrociously uncouth and uncomestable that it scarcely seemed worth the trouble of picking. As a general thing it is a very cheap kind of wit that lies chiefly in the misspelling or mispronunciation of the language. But last evening it was made very plain that only through his nose could Biglow have fitly trumpeted forth the truths he favored us with. There is a peculiar adaptation of the language he employs to the thought it clothes. With Mr. King to read them, the Biglow papers would prove a joy forever, if not a thing of beauty.

## FIFTH DAY.

FRIDAY, May 8th.

The President called the Institute to order at nine o'clock. The first subject in order this morning he said was a discussion on

## MILITARY DRILL IN SCHOOLS.

Mr. Pelton said his impressions on military tactics in Schools were only general, but he was decidedly in favor of a reasonable amount of military drill, and that, too, independently of the ultimate effects or results of such training on the minds of children. The immediate effects, he was sure, would be wholesome. The first ideas that should possess the mind of the boy, especially the city boy, on entering School were, order, system, and punctuality. Military drill, he thought, would be eminently suggestive in the inculcation of those ideas. In the general detail of the school, the boy should be taught from the moment of first crossing the threshold, to stand, walk, and move correctly.

Mr. Freeman Parker, of Petaluma, said there was an important point connected with this general subject: the utterance, and clear and distinct pronunciation of words. If in order, he would propose the following:

*Resolved*, That it is the duty of every Teacher to be thoroughly acquainted with the phonetic principles of our language.

The President expressed the opinion that the resolution did not come under the subject of military drill.

Mr. J. E. Stevens, of Sutter, said he had not tested the effects of military tactics in Schools, but a certain amount of it, he thought, would be a very good thing. Teachers might not be sufficiently familiar themselves with tactics to teach it in its details, but any one with ordinary common sense could procure a work on the subject and learn enough to instruct the boys in the "School of the Company," or the "Manual Exercises," without any trouble whatever. He could make it at least a very entertaining feature of the play ground, and the exercises were undoubtedly healthful to children. Whilst benefitting the health

of the children, order in the School would be promoted in a manner attractive to all concerned.

Mr. Robert Thompson in the Chair.

Mr. T. J. Alley, of Sonoma, proposed the following :

*Resolved*, That military training is out of place in our Public Schools.

Mr. Stevens seconded the resolution, to bring it before the house, and then moved its indefinite postponement. It occurred to him that military training was not only proper, but in view of the present condition of public affairs, eminently essential. It was necessary for our boys at home. We were verging from that peaceful condition of society in which we were born and educated, into a public condition in which we must expect to be a nation of warriors, or be despised by other nations of the earth. Unless training were inculcated in the Schools, where were we to get that military impulse which makes Generals, and soldiers, and defenders of the country? Look at the first impressions of a boy; they would indicate, to a certain extent, what he would be when he came to manhood. A boy would long to know more of tactics, would practice it, and would learn more. If we had introduced military training into our Schools thirty years ago, we should not have been pained as we were to-day by the disasters which our country's cause repeatedly suffered. There would have been a taste for military tactics, and the rebellion would have been brought to an end long since.

The resolution was indefinitely postponed, by a vote of ayes twenty-six, noes twenty-five.

Mr. Alley explained that he was not Secesh, but ready, on the contrary, to start for the Rappahannock to-morrow. During a large portion of the last ten years he had been engaged in a county where it had been supposed a portion of the people recently were trying to get up a Jeff. Davis raid. In his village, (Petaluma,) ladies, some of them wives of the most respectable gentlemen residing there, had been insulted upon the streets by the villains deifying Jeff. Davis. He had found, where he attempted to introduce patriotic subjects or loyal songs, he so aroused that element as often to exclude certain children from his School. The gentleman from Sutter had remarked that if military training had been introduced into Schools thirty years ago, we should have been spared the pain of many a defeat. It might be true, yet it was certainly equally true

that had a good system of Public Schools been introduced in the Southern States, the results would have been far better. Military training was necessary, but mental training more so; and he was opposed to its introduction into the Schools to the injury of other branches whilst there was a generation growing up as rebellious and ignorant as their parents were before them.

Mr. R. E. Comins, of Calaveras, inquired what question it was that was agitating the public mind more than any other? It was the contest between the North and the South—and children would drill, whether parents and Teachers took the trouble to teach them or not. Little fellows only a few feet high were out in all of the mountain towns, constantly manœuvring with their wooden guns. He believed it to be the duty of every Teacher in the State to acquaint himself with practical tactics sufficient to impart the manual of arms to the children under his instruction. It might not be all peace in future; we might be called upon, even in California, to fight for our country.

Mr. J. E. Wilbur, of Yolo, concurred in the remarks just made, and, in reference to the facts mentioned concerning the Secesh element seceding in consequence of singing a patriotic song; he recommended that they be allowed to secede, but that the loyal element be trained to coerce those Secessionists into obedience to law and more liberal principles. [Applause.]

Dr. F. O. Barstow, of Calaveras, said he was very much surprised at the introduction of the resolution just voted down. He was surprised that any Teacher of experience should occupy such a position. Military drill in all enlightened countries had been connected with the Public Schools—in Germany, in Poland formerly, in Russia, in all the countries of Europe. Military drill was introduced there even into the Private Schools. Not that those countries were representative, and that we, a peace-loving people, must follow in their footsteps, when our ambition was not to be a military people; but in order to have peace we must prepare ourselves for war, and where could we better prepare ourselves than by training children, to enable them to defend themselves against ignorance and superstition, and against the only great curse of the world—slavery? He had often thought of the ancient Roman's speech to his countrymen, for their country was reduced to slavery, and they were exerting themselves to become free again: "We are slaves! The bright sun rises in his course, and lights a race of slaves." They

wanted to stir up an interest in military drill—to rouse the country. Why was it that the North had stood almost like a whipped dog? Because no interest of this kind had been excited in our Schools for the last ten, fifteen, twenty, or thirty years. Why was it that ten years ago he looked upon soldiering as boy's play, and of no consequence whatever? We thought not of war, and we considered our country perfectly safe. Yet we could see the black cloud of slavery hanging over us at every Congressional session. We could see its encroachments on us. Why was it that the North did not resist? They were not posted in military matters. Military drill would cultivate the self-confidence and self-esteem of children. Hence, he wished a law could be enacted, not only in this State, but throughout the Union, compelling every child to undergo military drill. By way of suggestion, he wished to say that he was also in favor of a law compelling children to attend the Public Schools. [Applause.] Such a law was enforced in Germany. He would like also to see another law adopted compelling every young man, as soon as he got to be twenty-one, to serve one year in the cause of his country.

The time allotted to this subject having expired, the discussion was brought to a close; the President stating that resolutions growing out of the various questions before the Institute were all to be made the special order for the last day of the session.

Mr. Theodore Bradley, Principal of the Denman Grammar School, San Francisco, was next introduced to the Institute, and delivered a lecture on "School Discipline."

Mr. Elliott sang "Where Liberty dwells is my Country; there, only there."

Dr. F. W. Hatch, County Superintendent of Sacramento County, then delivered an address on "The necessity of having Good Teachers."

An intermission of twenty minutes was had, during which the ballots for the adoption of text books were collected and deposited with the Secretary.

#### MUSICAL EXERCISES IN SCHOOLS.

The Committee on Educational Journal not being ready to report, Mr. Graham, of Tuolumne, moved that any Teacher present have the privilege of giving his views on the best

method of introducing and conducting musical exercises in Schools, which was carried.

Mr. Graham said he was not a musical man himself, but he thought that branch ought to be introduced into every School. It was entertaining to children, and materially assisted the Teacher in government.

Mr. William White, of Santa Cruz, said until six months ago he knew nothing about music, although, when he was a boy, he knew "Home, Sweet Home," "Old Dan Tucker," "Yankee Doodle," with several other melodies. He had come to regard it as an excellent plan to introduce some familiar music into School; and in that view, last fall sent up for some "Golden Wreaths." The scholars, he found, at once took hold of it with energy. He then set about studying the theory of music himself, and made such progress that during the present winter he had been teaching Singing School two evenings in the week. The scholars were singing well, and taking a great deal of interest in the exercises. Almost any gentleman with a voice could introduce singing successfully. He had not been aware, himself, that he could sing at all, until six months ago, and although he could not now sing like a nightingale, in the course of time he hoped still to improve his voice very considerably. He spent fifteen minutes every morning in singing, and the scholars took more interest in it than in their other exercises. He made these remarks that others might be induced to go and do likewise. [Applause.]

Mr. Freeman Parker, of Sonoma, inquired if the gentleman's scholars were able to read the notes, with flats and sharps, at sight.

Mr. White said he had trained them only in the natural key. They sang such things as "The Mountain Maid's Invitation," "Hazel Dell," etc.

Mr. Parker said he had a method of introducing singing, which he would illustrate on the blackboard. His principle was to teach scholars to sing by note the first thing; and in ten minutes they could read music in any key whatever, no matter how many sharps and flats. He used the letters of the alphabet for notes, and represented the five different octaves on a single straight line, by means of different case letters, using the colon for a measure.

The smallest scholars could learn a tune in five minutes time by this method, and sing it in any key. The music could be

set up by any printer, or translated into type from common music. After practicing music in this style for a month or two, children would begin to look into the old books, and naturally pick up the ordinary music. There was nothing published on this subject, except a small sheet set up and printed occasionally by the members of his family ("Our Family Pet," Petaluma, California.) If Teachers would furnish him with their names, he would be pleased to send them each a copy. [Applause.]

Mr. J. C. Pelton requested Mr. Higgins, of Placerville, to favor the Institute with his views. He learned from a mutual friend that he had some ideas which might be valuable.

Mr. Higgins said he had been teaching music in Schools for some time, and adopted the plan so generally advocated in other branches—the principle of Object Teaching. It was no new system, but the old system in a new style, adapted to the minds of children who could read. He began his instructions, not as an abstract principle, but as a practical exercise. The first tone he called 1, and he represented it to the mind of the child by some object, as a book; the 2 might be represented by the pointer; 3, by a piece of chalk, and so on, giving the children to understand that they had a picture of the tune. If 1 were placed below the line, then the line would represent 2, and the space above the line 3, etc. He recommended that the 1 be sometimes placed on the line, and then on a space, for exercise. Large boys sometimes had a feeling of contempt for the Singing Teacher, which must be removed the very first thing. When interest was lacking, he could generally draw attention by some such rhyme as:

We hunted and we halloed, and the first thing we did find,  
Was a barn in a meadow—but that we left behind.  
Some said it was a barn; some said nay;  
Some said it was a church with the steeple blown away.

To teach them to emit sounds properly, he told his scholars to sing a plain "La," and then a nasal "Lah;" as the latter would not sound well, he told them not to sing it. Tones and half tones, flats and sharps, were not so easily comprehended, and it was not best to teach them at first.

On motion of Mr. Pelton, the thanks of the Convention were tendered to both gentlemen who had given their views with regard to music

## EDUCATIONAL JOURNAL.

Mr. Tait, from the Committee on this subject, presented the following report:

The Committee appointed by the Institute to devise and carry out measures for the publication of a State Educational Journal have held two meetings, in the last of which the undersigned were instructed to report to the Institute the results obtained in the discharge of the duty assigned to them.

We are happy to state that the difficulties which in the opinion of many were to make the present attempt to establish a Teacher's journal abortive, have proved far lighter than was imagined by the most sanguine advocate of the journal. On conferring with Messrs. Towne & Bacon, one of the largest and most enterprising establishments in this city, we found that the cost of the labor and material required in the publication of five hundred copies of the proposed journal, each containing sixteen pages, would be forty dollars for the first, and thirty-five dollars for the subsequent issues, or four hundred and twenty-five dollars for twelve numbers, and a journal of twenty-four pages, six hundred and twenty-five dollars per annum.

The expense of a greater number of copies will be trifling. In respect to the quality of paper, and the typographical work, the journal will bear favorable comparison with the leading educational periodicals of the Eastern States.

After leaving Messrs. Towne & Bacon, we had an interview with Messrs. H. H. Bancroft & Co., the well known booksellers of this city. This firm offers two hundred dollars for the privilege of filling the covers of the journal with their book notices. Deducting this sum from six hundred and twenty-five dollars, the amount needed for a journal of twenty-four pages, the entire cost of publication will be only four hundred and twenty-five dollars.

The smallness of the sum required for the success of our undertaking induces your Committee to believe that nothing further is wanted than the hearty co-operation of all the Teachers of the State.

We have shown that financial embarrassment is not to be dreaded; therefore, our fears, if any there be for the success of the enterprise now to be inaugurated, must turn to the editorial management of the journal. Availing ourselves of the experience of others, we regard it as prudent that we should assimilate our journal, as regards the nature of its contents and its general arrangement and conduct, as far as possible to the School periodical magazines of the Atlantic States.

Accordingly, we would recommend the appointment by the Institute of the following Editors, who, as will be seen, are divided into classes, one called Resident Editors, and living in this city, the other, called Contributing Editors, and chosen from the State at large.

*Resident Editors*—Messrs. Swett, Tait, and Minns.

*Contributing Editors*—Smith of Sacramento, Furlong of Sutter, Stone of Marysville, Holden of Stockton, Lynde of El Dorado, McChesney of Nevada, J. J. Bowen of San José, Dunn of Petaluma, Flatt of Benicia, Dodge of Sonora, White of Santa Cruz, Wood of Tulare, Goodrich of Placer, Thompson of Mokelumne Hill, Melville of Nevada Territory, and Bagnall of Colusa.

We would also recommend that all communications intended for insertion in the journal be directed to the Resident Editors, and that these gentlemen have the right to exercise a censorship over all such communications, and that having such a right they be held responsible for the proper conduct of the journal.

With regard to the Contributing Editors, we recommend that they meet as soon as possible, and determine what relations they shall hold to the other Editors, and provide



some feasible plan by which sufficient literary matter may be furnished every month for the publication of the journal.

Your Committee would also make the following recommendations :

1st—That all members of this Institute, who may be members of County Institutes, or School officers, be requested to act as agents for procuring subscriptions to the journal.

2d—That all Teachers in the State make use of the journal as an advertising medium.

3d—That the price of the journal be fixed at one dollar per annum, to be paid in advance.

4th—That the journal be entitled the CALIFORNIA TEACHER.

Your Committee think that at one dollar, the price of the leading Eastern School periodicals, a larger list of subscribers can be obtained than by fixing the price at a higher rate.

Respectfully submitted,

GEORGE TAIT,  
SPARROW SMITH,  
B. N. SEYMOUR.

Professor Minns said his name was read in connection with the State Superintendent, as one of the Resident Editors. The nature of his duties was such that it would be utterly impossible to attend to anything of this kind. He, therefore, most respectfully declined the honor.

Mr. B. N. Seymour said he would rather not say a word, but that he was intensely interested in this matter. He wanted to see Teachers organize into a profession. They were worthy of it. They might make their own the noblest profession in the land, but they would have to do it themselves. Ministers would not do it, lawyers would not, doctors would not. He did not want to see the gentleman from San Francisco back out. The matter had been very carefully canvassed in committee, and the gentlemen selected as leaders who were best fitted for that office.

Mr. T. J. Alley moved to amend, by providing for the appointment of a Contributing Editor from each county.

Mr. W. H. Hill, of Sacramento, said this question of an educational journal had dragged its way through one or two sessions, and he thought they had now arrived at a point where success was in full view. The committee had certainly disposed of the old lion in the way—the question of cost. It would be a shame to the Teachers of the State if they could not raise four hundred and twenty-five dollars. He saw nothing in the way of success, unless it were in the selection of a corps of live Resident Editors. Contributing Editors were very convenient, and a very good thing; but they would not keep up the journal. *If Messrs. Swett and Tait would excuse him, he was more glad*

to hear the name of Mr. Minns mentioned as one of the Resident Editors than theirs; he wielded not only a ready pen, but his heart was right, and no man in the State had so touched his own feelings as Professor Minns, in the papers which he had read before this and preceding Institutes—he dared to speak out on the question underlying all the educational interests of the State, and uttered no uncertain sound. He wanted his name there, if it were only as a guarantee for the good management of the journal. As to the mere work, let him make his younger brethren do it. He begged Mr. Minns not to withdraw.

Professor Minns said he had not supposed that his declining would draw forth these remarks, or he certainly should not have opened his mouth. He withdrew on account of certain views which he entertained in relation to this periodical, but he must say that he had materially modified them since the commencement of this discussion. He recollected the periodical published under the supervision and assistance of Mr. Bancroft, edited by Mr. Swett, whose energy all of them could testify to; he recollected the efforts that he (Minns) made personally for getting subscribers. Yet, with all these advantages, conducted, as it was, with great ability, after the issuance of half a dozen numbers the publication was stopped; and he remembered perfectly well the concluding remarks of Mr. Swett—that he had done everything he could, and the Teachers would not come forward to sustain such a periodical. He suspected that the same kind of feeling existed with regard to this, but had modified his conclusion. He agreed with the gentleman on his left, who manifested a zeal in the cause of education which did honor to any man. They had no organ. There were many local matters of interest to Teachers which should be published in such a periodical. But everything depended upon having the Teachers determined to get subscribers enough. It was a practical question: Were there Teachers enough in California to contribute not only money, but communications? Some of the most interesting papers in reference to local natural history, natural curiosities, and educational matters, might be contributed by the Teachers. In conclusion, he expressed his regret for what he had said, and withdrew every word of it—he would rather have been out of the room than here.

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ticability of attempting this matter now, and he had modified his opinions as well as others. He had the utmost respect for the gentlemen who were in favor of this measure, and it was not impossible he had himself taken a false position. He understood the recommendation of the original committee to take an Eastern journal as only a temporary arrangement. He rejoiced that there were so many in favor of a State Teachers' Journal. [Applause.] It bespoke a go-ahead policy, in accordance with his ideas of California, the State of his adoption. If he had said aught impeaching some of the metropolitan Teachers, he apologized, for he respected their attainments, and considered them the vanguard of public instruction on this coast. He was with the friends of the measure heart and hand, but was not in favor of any one-horse arrangement. He was opposed to covering the margin or title page with publications of somebody's articles for sale, but would be the last man to flinch the tenth part of a scruple in supporting the journal, at the same time that he was not willing to trust for material assistance to itinerant, carpet bag, country Teachers. Let them get the right sort of a man to conduct the journal, and come forward with the almighty dollar to sustain him; let him make that work a speciality, and let California have a TEACHER that they need not be ashamed of beside the journals published on the other side of the mountains.

The question was taken on the adoption of the report of the committee, and it was carried unanimously.

Mr. Tait said the work was not yet done; he directed the enthusiasm which had been expressed towards the getting of subscriptions.

Mr. Seymour said Mr. Sparrow Smith, of Sacramento, had been appointed Treasurer, pro tem, to receive all funds that might be offered.

Mr. Smith said he accepted that position merely for the convenience of the Executive Committee. He hoped Teachers would come out liberally, and subscribe not only a dollar, but half a dozen if they saw fit.

The President resumed the Chair, and announced the programme for the afternoon.

At twelve o'clock and thirty-five minutes, P. M., the Institute adjourned.

## AFTERNOON SESSION.

At one o'clock and thirty minutes, P. M., the session was continued.

Professor Minns moved that Professor Swezey be added to the list of Resident Editors of the State Teachers' Journal, which was carried.

The President said there had been some difficulty, he was informed, on some of the steamboat lines about passing Teachers. He requested all of them who had been compelled to pay their fare to send a written statement to-morrow to the State Superintendent's office. •Some of the Agents might have failed to notify the officers of the boat, though all of them promised to send members of the Institute through free. Persons desirous of engaging Teachers, or getting situations, were also requested to send notices to the State Superintendent's office.

Mr. Thompson was then called to the Chair, and introduced Mr. Ahira Holmes, Principal of the State Normal School, who proceeded to deliver an address on the present condition and prospects of the Institution under his charge.

At two o'clock and fifteen minutes, P. M., an intermission was taken for five minutes.

## DEAF, DUMB, AND BLIND.

A small class from the State Institution for the Deaf, Dumb, and Blind, was next introduced.

The President, by way of parenthesis, read a telegraphic despatch from Washington to the Governor of the State, announcing that Hooker had re-crossed the Rappahannock, which was received with applause.

Mr. Roe, in charge of the deaf and dumb class, exercised his pupils in writing sentences upon the blackboard containing certain words indicated to them by signs. A question from the audience, whether the boy under examination was loyal, was communicated by signs, and answered satisfactorily. An adult female pupil said the Lord's Prayer in the sign language.

Mrs. Clark then examined two or three blind children. Reading exercises from cards with raised letters were gone through with very readily, and considerable proficiency was shown in geography as well as mental arithmetic. The children were well acquainted with the map of the United States, and recog-

nized blocks representing the several States, when handed to them, by their form.

The thanks of the Institute were tendered to the Teachers of the Deaf, Dumb, and Blind Asylum.

The President in the Chair.

At two o'clock and forty-five minutes, a discussion was commenced on the subject of organizing a State Society.

Mr. J. A. Benton, of Folsom, said he believed it was now settled that teaching was a profession, and it seemed to him, therefore, desirable that Teachers themselves should take the matter of a State Society in hand, and follow the course of other professions. There were ignoramuses everywhere peddling their services about when they were able to impose upon the people, bringing no credit to the profession nor good to the scholar. For their own benefit, and the interests of parents, they should organize such a society. He did not know whether it was practical, in this State, to reach all grades of Teachers, but the advantages of association might be reaped at least by all Grammar School Teachers. It was ten years since he had been in co-operation with the Teachers, but he was none the less interested in seeing them wake up to their own cause. Whenever he met with a Teacher, he knew, by virtue of his position in the School house, that he possessed a certain amount of drill. The power and efficiency of the profession would be much enhanced by a State Society.

Mr. Theodore Bradley, of San Francisco, said all of them were aware of the advantages of an annual meeting, and the State Society was to perpetuate those influences for good throughout the year, instead of leaving it to be limited to a week, and to establish a headquarters to which Teachers throughout the State might apply for information concerning questions in which they were interested. Some dues, of course, were involved in the plan, to be appropriated for fitting up rooms where educational journals and books might be kept and consulted. Another thing was that the society might be incorporated, and authorized to give diplomas in connection with the State Superintendent. Of course, such diplomas would constitute a guarantee throughout the State that the possessor was not only a competent Teacher, but a man of experience, character, and knowledge. Heretofore, local examinations had been requisite, and the County Superintendents or Town Trustees held the matter entirely in their own hands. Under such circumstances there could be no

uniformity or unanimity of action. To gain strength there must be unity. If such ends could be accomplished, certainly Teachers ought to be willing to sacrifice every effort to do it.

The President said those who had received the circulars issued from the office of the Superintendent were aware of the light in which he regarded this matter. He should deem that the business of this Institute had been very imperfectly done, if, after the enthusiasm which had been manifested, this last crowning matter of justice to Teachers was passed over without any debate or action. It struck him that it was time for Teachers to place themselves in a position where they could command the respect which was given to the Divine, the Physician, and the Lawyer. There was no class of men who did not have their professional association, even down to bricklayers and laborers, to enable them to combine strength, and effect their purposes. Why should not Teachers place themselves in an attitude of self respect which would command the respect of others? It seemed to him there was no other movement so calculated to effect the education of the people. The society would be a sure foundation for the success of the educational journal; it would be a medium of communication from one part of the State to another. A member of the Society, in passing from San Francisco to the mountains with his letter of introduction, or certificate, would have the right to call upon and ask the aid of every other member of the Society in the State. Persons in want of a position might call for the aid and friendship of their fellow members in any manner whatever. It was so with other societies of similar character. Clergymen called upon each other, as well as Odd Fellows and Masons. A State Teachers' Society, organized on the right plan, would serve the same purposes amongst Teachers. He did not feel like pressing the subject at all; he only wished that it should be presented before the Institute, and that Teachers who felt alive to the subject should not allow it to lie dead on the table. [Applause.]

Mr. Bradley proposed, in order to present this matter tomorrow in a more tangible form, and as some of the committee appointed yesterday were necessarily absent to-day, that the names of Messrs. Minus, Ahira Holmes, and Pelton, of San Francisco, and Stone of Marysville, be added to the Committee; which was agreed to.

The President stated that the business allotted to the afternoon had been disposed of, and general subjects would now be in order.



## A PIONEER TEACHER.

Mr. Pelton said, at a very early period in the history of San Francisco, when there were but few Teachers, and those here were laboring, toiling, and struggling along almost unknown to the outside world, he knew one most indefatigable, energetic, whole souled, good natured, most excellent one, who, having organized one of the first Public Schools in the city, and spent two or three years in teaching, broke down, and then tried to recuperate his health and his fortunes in the mines, but with bad success. At length he returned, but all the positions were filled, and he again went to the mines. Not from any lack of effort, his success proved equally bad; and recently he joined the United States forces in a trip across New Mexico with General Carleton, but in the interior he was again prostrated, and by the assistance of his comrades he had been brought back to this city in a helpless condition. He was now in the city, and desirous of reaching his home in the East, where, he felt confident, he would tarry but a short time. For one, he (Pelton) felt like helping him; and to those of the Institute who were disposed to render him assistance, he gave notice that a paper was in the hall to be signed, and that the hat would be passed around.

Professor Minns expressed himself very kindly in the person's favor, and said he presented himself for examination yesterday, but was really unable to perform the duties of a Teacher.

Mr. Higbie said he visited Ira Cole's School, at Spring Valley, in eighteen hundred and fifty-two.

Fifty dollars were raised for the benefit of Mr. Cole.

At three o'clock and thirty-five minutes, P. M., the Institute adjourned.

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SOCIAL RE-UNION.

The evening was set apart for a social re-union given by the Teachers of San Francisco to their co-laborers coming from all parts of the State. Not only Teachers, but many influential citizens, were present at the party, which seemed to give universal satisfaction. It was an informal "merry making of old and new acquaintance."

## SIXTH DAY.

SATURDAY, May 9th.

The President called the Institute to order at nine o'clock, and prayer was offered by Rev. B. N. Seymour, of Alameda County.

Mr. Seymour was then called to the Chair, and introduced Professor Swezey, who proceeded to deliver an address on "How to Teach English Composition," referring therein to various practical methods he had formerly adopted in his teachings of this subject.

Mr. Gibbons then read a portion of a paper prepared by a gentleman not a member of the Institute, (whose name was not mentioned,) criticising the remarks of Mr. Hittell, delivered on Monday. The manuscript seemed illegible, so that the Doctor was obliged to suspend the reading before the end of the criticism was reached. He remarked that he had another paper which he desired to read, which the Chair, however, ruled out of order.

On motion of Mr. —, it was resolved that, with the consent of the respective authors, the paper, a part of which had been read, and the paper proposed for reading by Dr. Gibbons, should be published with the proceedings of the Institute.\*

Mr. M. A. Lynde, of El Dorado, offered the following, which was adopted:

*Resolved*, That Mr. Minns' Lecture on "Moral Instruction in Common Schools," published in the proceedings of the last State Teachers' Institute, be republished in the proceedings of this Institute, and in the first and second numbers of the State Teachers' Journal.

A recess of ten minutes followed, when the President resumed the Chair.

Mr. Robert Thompson, of Calaveras, moved that a Committee be appointed to receive and report on all resolutions henceforth to be acted upon.

Carried.

The President appointed as such Committee, Messrs. Thompson, Pease, and Pelton. He took this opportunity to give notice of the May Festival to be held on Monday evening, by

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\*Neither of the papers referred to have been furnished to the Secretary.

the Sutter Street School, to which all members of the Institute were invited. On the sixth of June, he also stated, the certificates of the State Board of Examination would be issued to Teachers under the new law. The manuscript questions and answers left in their charge, would be returned; and until then no copies of the printed questions would be given out except to County Superintendents. Further moneys for the relief of Ira Cole might be handed in to-day.

#### STATE SOCIETY.

Mr. Theodore Bradley, from the Committee on State Society, read a report, which, he said, was but a basis on which to form an organization. The committee recommended, further, that a committee of three be appointed by the President to ascertain who were willing to enter into this project, and who were qualified, in order that measures might be taken for permanent organization. There were several things not mentioned in the report, such as the institution of an educational headquarters, where all the Teachers of the State could find such information on educational matters as they might desire. The society also should have some means of intercommunication between members, and should provide for the support of the educational journal. It was their intention to apply to the next Legislature for a charter providing for the issuance of diplomas for Teachers to serve in all parts of the State.

Mr. Bradley moved that a committee of three on qualifications, etc., be appointed by the Chair, to report immediately, which was carried.

The President appointed as such committee Messrs. Bradley, Minns, and Stone.

Soon after, the Committee reported that all those wishing to enter into the project of a State Society be recommended to meet in the Committee room after the adjournment of the Institute.\*

The Secretary announced the following as the result of the ballot taken yesterday for the adoption of Text Books, showing the adoption of the Committee's report throughout:

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\* The results of this meeting, and of those which succeeded, may be found in Appendix "G." A summary of the proceedings will be found in the first number of "The California Teacher."—SECRETARY.

*Readers.*

Willson's Series.....	115	Hillard's Series.....	1
Sargent's Series.....	13	McGuffie's Series.....	1
Parker & Watson's Series.....	4	Bumstead's Series.....	1
Town's Series.....	2	Willson, (except Fourth).....	1
Sanders' Series.....	2		

*Grammars.*

Quackenbos.....	55	Weld and Quackenbos.....	6
Greene's Introduction.....	79	Bullion.....	5
Greene's Series.....	23	Pinneo.....	2
Clark.....	22	Wells.....	1
Brown.....	10	Tower.....	1
Weld.....	7		

*Geographies.*

Allen's Primary.....	80	Cornell's Intermediate.....	5
Cornell's Primary.....	104	Mitchel.....	3
Warren's Intermediate.....	86	Colton.....	2
Warren's Physical.....	86	McNally.....	1
Pelton's Outline Maps.....	50	Smith.....	1
Cornell's Series.....	35	Monteith.....	1
Warren's Series.....	13		

*Arithmetics.*

Eaton's Primary.....	61	Greenleaf's Series.....	3
Colburn's Intellectual.....	75	Thompson's Practical.....	3
Robinson's Practical.....	97	Ray's Practical.....	1
Robinson's Series.....	31	Ray's First, Second, and Third Parts.....	1
Ray's Series.....	20	D. C. Colburn.....	1
Thompson's Series.....	12	D. Colburn's Intellectual.....	1
Davies' Series.....	4	Eaton's Series.....	1

*Histories.*

Quackenbos.....	63	Anderson.....	3
Willson.....	37	Warren.....	1
Loosing.....	14	Goodrich.....	1
Willard.....	4		

*Spellers.*

Worcester.....	53	Holbrook.....	1
Sargent.....	2	Town.....	1
Sanders.....	1	My First Book.....	1

*Physiology.*

Hooker.....	51	Cutter.....	1
Loomis.....	1	Quackenbos.....	1

*Natural Philosophy.*

Quackenbos.....	51	Olmsted.....	1
Wells.....	1	Dutton.....	1

*Penmanship.*

Burgess.....	51	Spencer.....	2
Payson and Dunton.....	49	Knapp & R.....	1

*Drawing.*

Burgess.....	50
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## RESOLUTIONS.

Mr. Thompson, from the Committee on Resolutions, presented the following, which were severally disposed of as indicated :\*

*Resolved*, That the thanks of the California State Teachers' Institute be tendered to the California Steam Navigation Company ; to the Sacramento Valley Railroad Company ; to the Agents of the steamer "Petaluma ;" to the Agents of the steamer "Princess ;" to the Agents of the Suisun steamer "C. N. Webber ;" to the Agents of the steamer "Rambler ;" to Messrs. Vogan & Green, of Sacramento ; to Messrs. Dooly & Company, of Stockton ; and to Messrs. Hall & Randall, of Sacramento, for their liberality and courtesy in giving free passes over their lines to the members of this Institute.

Adopted.

[EDITOR'S NOTE.—The above resolution was evidently designed by the Committee on Resolutions to name all the lines from which courtesies had been received ; but if, in any instance, other lines have also given free passes to the members, let it be understood the Institute desired to include *them* also in the thanks hereby offered.]

*Resolved*, That the hearty thanks of the Institute be tendered to Messrs. Dyer & Hardenburg, proprietors of the "Russ House," in San Francisco, for their generous hospitality in extending a free table to the members of this Institute, regardless of numbers ; and that it is the hope of the Institute that the *pockets* of Messrs. Dyer & Hardenburg may be as well filled as their hotel has been during the week now closing.

Adopted.

*Resolved*, That the thanks of the Institute be tendered to the proprietors of the "What Cheer House," of the "International Hotel," of the "American Exchange," and of the "Tehama House," for courtesies extended to members of the Institute.

Adopted.

*Resolved*, That the thanks of the Institute be returned to Roman & Co., to H. H. Bancroft & Co., and to Kenney & Alexander, for their liberality in furnishing books, maps, charts, and School apparatus to the Institute for examination.

*Resolved*, That the cordial thanks of the Institute be tendered to the Mercantile Library Association, the San Francisco Olympic Club, and the Academy of Natural Sciences, for their courteous invitations extended to the Institute members.

Adopted.

*Resolved*, That the heartfelt thanks of the Institute be returned to the School Trus-

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\* These resolutions were not presented as a whole, but as suitable ones were offered to the Committee they were passed up one by one, with their indorsement, to be acted upon by the Institute.

tees of all those numerous districts who have placed their Teachers under pay during the week of the Institute.

Adopted.

*Resolved*, That we regard our system of Free Public Schools as the palladium of our liberties, and the surest safeguard of our National Government.

Adopted.

*Resolved*, That our Public Schools have not only disseminated useful knowledge among the people, but have proved themselves to be the grand nurseries of patriotism.

Adopted.

*Resolved*, That we, Teachers in the Public Schools of this State, regard it as a sacred duty and a welcome task, to instil in the minds and hearts of the young an undying love for their country, and an unwavering devotion to our National flag.

Adopted.

*Resolved*, That the Teachers of our country who are battling for the unity and perpetuity of our National Government, are entitled to all honor, and we bid them God-speed in the work of suppressing a rebellion which is opposed alike to the cause of popular education and the spirit of modern civilization.

Adopted.

*Resolved*, That on the last School day preceding the Twenty-Second of February, and also on the Fourth of July, we read, annually, to our Schools, "Washington's Farewell Address," and the "Declaration of Independence."

Adopted.

*Resolved*, That the thanks of Teachers and all other friends of education in this State are due the members of our last Legislature for their not illiberal appropriations for the support of Public Schools, and their favorable legislation in regard to our general School interests.

Adopted.

*Resolved*, That the history of the present war has demonstrated the necessity of having military tactics taught in the Public Schools wherever it may be found practicable.

Adopted.

*Resolved*, That this Institute most urgently request the next Legislature of this State to make an appropriation of at least three thousand dollars for defraying the current expenses of our next State Teachers' Institute.

Adopted.

*Resolved*, That the School officers of this State, who may allow compensation to

Teachers during their attendance at this Institute, be considered as Educational Reformers, and be entitled to the thanks of all friends of our Public Schools.

Adopted.

*Resolved*, That it is the sense of this Institute that, in connection with the art of penmanship, the elements of bookkeeping and business forms should form an essential branch of study in all our Common Schools.

Adopted.

WHEREAS, We believe the State Normal School to be one of the necessities of our State, and that its efficiency for the end designed is our only hope of continued or increased support from the State; and whereas, we believe it has not thus far received a proper encouragement from Teachers—

*Resolved*, That it is the imperative duty of all Teachers and School officers to use their efforts to secure the maximum attendance allowed by law from every county of the State.

Adopted.

*Resolved*, That while we, as Teachers, strive to educate and cultivate the minds and the bodies of our pupils, we should give great importance and constant attention to the cultivation of the affections and moral capacities of their hearts.

Adopted.

*Resolved*, That we, the Teachers representing the different portions of the State in this Institute, cordially and sincerely tender our thanks to the Teachers of San Francisco, for their courtesies extended to us during our sojourn in the city.

Adopted.

*Resolved*, That the cordial thanks of this Institute be tendered the public lecturers before this Institute; and also to our Superintendent of Public Instruction, for the able, impartial, and energetic manner in which he has presided over our deliberations.

Adopted.

#### NEVADA TERRITORY.

Mr. Collins was introduced as the Superintendent of Public Instruction from Nevada Territory. He said he had been called upon by surprise, but was happy to inform them that the people of Nevada were earnestly interested in their Public Schools. The Chair was wrong in alluding to him as Superintendent of Nevada. He had not that honor, but represented Storey County, which embraced more than half of the wealth, as well as the children, of the Territory. They had Schools in the county that they felt very proud of, which took first rank outside of San Francisco, and it was their aim to make them equal to San Francisco. They meant to aim high, let the arrow fall

where it may. Their School Tax under the law of last winter would produce thirty-five thousand dollars or forty thousand dollars. In Virginia City there were three Schools—one Grammar School, and two Primaries—each large enough to give another grade. Mr. Melville, Principal of the Grammar School, was present. Two Institutes were required to be held in the year, and the salaries of Teachers were continued during the time these Institutes were in session. "Good pay and good teaching" was their motto. The general feeling was that the Schools should be Free and independent of rate bills. Although their Institutes could never be attended by many, there was a large amount of educational talent afloat in the Territory. Persons with families had no need of holding back from coming there in consequence of the absence of educational facilities. One of the best things that this Institute had done for them, and for Oregon and Washington as well, was the establishment of the *California Teacher*. It would benefit not only Teachers, but scholars, parents, and School Trustees. He hoped sincerely it would succeed. [Applause.]

The President said as they had now listened to the head of the School System in Nevada, he trusted the Institute would also be favored with some remarks from a high private who had subscribed twenty-five dollars for the *Teacher*. He called upon Mr. Melville.

Mr. Melville said he duly appreciated the compliment, but he begged to be excused, as Mr. Collins had given so full a report.

The President insisted upon a short speech. [Applause.]

Mr. Melville said he felt amply repaid for the tediousness of the journey hither by the benefits he had derived from his attendance upon the Institute. Although he had been engaged in the East as a Teacher for some ten or twelve years, most of the time in Connecticut, he had nowhere met with so hearty co-operation and such wholesale encouragement as from the patrons of Public Schools and the friends of education in Nevada Territory. Their prospects were exceedingly flattering. It was at first apprehended that there might be difficulty in the discipline of those rough boys from across the Plains, who had been some time away from School; but he felt satisfaction in being able to state that he had succeeded in keeping a good healthy discipline without resorting, in a single instance, to corporal punishment. [Applause.]



## THE TEACHERS' JOURNAL.

On motion of Mr. Sparrow Smith, the name of J. C. Pelton was added to the list of Contributing Editors of the *California Teacher*, to represent San Francisco.

The President stated that Mr. Smith, who was on the Managing Committee, was perfectly insatiable in the matter of the educational journal. He was very much like the half starved boy, Oliver Twist, who was always asking for more. [Laughter.] He therefore suggested that a ten dollar subscription be started immediately after the adjournment. Mr. Tait, he said, headed the list with ten dollars, and the Secretary was authorized to add the name of the President of the Convention for ten dollars.

A large number followed the example of Messrs. Tait and Swett, without waiting till after the adjournment. The names given in were as follows, for

## THE TEN DOLLAR FUND FOR "CALIFORNIA TEACHER."

GEORGE TAIT, City Superintendent, San Francisco.	E. J. SHELLHOUSE, Placer County.
JOHN SWETT, Superintendent of Public Instruction, San Francisco.	W. C. CROOK, County Superintendent, San Mateo County.
J. E. STEVENS, County Superintendent, Sutter County.	T. S. MYRICK, San Francisco.
SPARROW SMITH, Sacramento.	M. A. LYNDE, County Superintendent, El Dorado County.
ROBERT THOMPSON, County Superintendent, Calaveras County.	H. P. STONE, Santa Cruz County.
JAMES STRATTON, San Francisco.	Miss NELLIE D. SKINNER, Santa Clara County.
J. C. PELTON, San Francisco.	Mrs. A. A. HASKELL, Sonoma County.
T. J. ALLEY, Sonoma County.	JOHN GRAHAM, Tuolumne County.
A. H. GOODRICH, County Superintendent, Placer County.	B. MARKS, San Francisco.
S. A. WHITE, San Francisco.	JOHN A. COLLINS, County Superintendent, Storey County, Nevada Territory.
ROBERT DESTY, Shasta County.	WILLIAM E. MELVILLE, Virginia City, Nevada Territory.
ELLIS H. HOLMES, San Francisco.	Mrs. L. A. CLAPP, San Francisco.
AHIRA HOLMES, San Francisco.	Miss M. A. E. PHILLIPS, San Francisco.
C. S. PEASE, County Superintendent, Tuolumne County.	G. W. BONNELL, San Francisco.
JOSEPH HOLDEN, San Joaquin County.	G. W. MINNS, San Francisco.
	SAMUEL L. C. SWEZEY, San Francisco.

Mr. Pelton said he was authorized to pledge one hundred dollars to the fund in case no advertisements were attached to the covers. [Applause.] The offer came from a very responsible house in this city.

Mr. Sparrow Smith said that Mr. Collins, of Nevada Territory, had offered to hold himself responsible for a large pro-

portion of any deficiency that might result in connection with the educational journal.

Mr. Collins said he made the remark the other day that Storey County, Nevada Territory, would be good for one hundred dollars if it should be necessary to carry on the journal. He had subscribed twelve dollars on his own account. They could take him for ten dollars, or the balance of the one hundred dollars, just as they pleased. [Laughter and applause.]

The President announced that after the adjournment a five dollar subscription would be opened for the support of *The California Teacher*.\*

The President read a notice from the Teachers of San Francisco, extending a cordial invitation to those from the interior to visit them at their homes or Schools whenever they might find it convenient, or happened to be in the city. [Applause.] He also gave notice that the examination of pupils in the State Normal School would commence on Tuesday next, and be continued till Wednesday.

Professor Swezey passed round the hat for further contributions for the relief of Ira Cole; Mr. Pelton stating that three fourths of the amount requisite was collected yesterday. The total sum realized was ninety dollars and sixty cents.

A. H. Goodrich in the Chair.

Mr. Swett said:

LADIES AND GENTLEMEN, MEMBERS OF THE CALIFORNIA STATE TEACHERS' INSTITUTE:—I return my cordial thanks to you for the flattering resolution which you have just passed. This Institute has more than met my most sanguine expectations. It was stated to me by many that the programme we marked out was an impracticable one, and that the Teachers could not and would not stand it—working nine hours a day; and many, one hundred of them, subject to an examination of written questions involving two hours on each set, and embracing ten sets of questions. But it seems to me that the results of the labors of this Institute show that when the Teachers of California meet together in Convention, they meet for solid and substantial work. I felt, before I issued the Circular, that the men engaged in teaching in California, many of whom had stamped about the State in mining camps, roughed it over the mountains, or worked seven hours a day in the little School houses scattered through the State, would come here and cheerfully devote their whole time and their whole interest and attention to the work of this Institute. You have done it, and I think the results of your labors will be a life giving impulse all through this State, which shall electrify every School District this side of the Sierras; yes, and on the other side of the Sierras. [Applause.] I can but express the hope that this is only the forerunner of an annual State Teachers' Institute which shall outdo, each succeeding

\*The Secretary has heard the name of Mr. John A. Simons, of Sacramento, as heading the five dollar list, and regrets that he is unable to procure a full list of the names for publication with these proceedings.

year, its predecessor in both interest and numbers. It is seldom in the older States of the Atlantic coast that an Institute assembles whose members exceed the number registered as attending this—over four hundred names—and I may state here for information, that one hundred have applied before the State Board of Examination for State certificates, thereby recognizing the demand, on the part of the Teachers of this State, for something more than a one year's certificate of fitness to teach in a Common School, a demand that they shall not be kept vibrating here and there, to be subjected to the annual insult of examination from those who often—not always, but often—are their inferiors in mental qualifications and in everything that relates to fitness and capacity for practical work in the School room. [Applause.] I believe that the Teachers who have assembled at this Institute will go back to their work and their homes feeling stronger and better for the labor which has been done, and vitalized by the spirit of enthusiasm which has been manifested. It was more than the most sanguine of the friends of the State Teachers' Journal could have expected. Even Mr. Smith himself did not expect that such an amount should be raised the very first day of attempting to start a subscription, and now it is a fixed fact; and when this Institute shall assemble a year hence, as I hope it will assemble, I have no doubt that the list of subscribers will be doubled.

Ladies and Gentlemen : I regret that the pressing nature of the double duties I have had to perform, in connection with the Institute and State Board of Examination, have absolutely prevented me from becoming personally acquainted with many of you. I hope, as my duties shall call me to travel through the different portions of the State, that I shall yet have the pleasure of becoming acquainted with many of you, in your own School houses, where you are at your daily work. [Applause.] The hour of adjournment having arrived, the President now declares the California State Institute adjourned *sine die*. [Applause.]

# ADDRESSES.



# DUTIES OF THE STATE TO PUBLIC SCHOOLS.

## AN ADDRESS

DELIVERED BEFORE THE CALIFORNIA STATE TEACHERS' INSTITUTE,  
BY JOHN SWETT, STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION.

(At a time like the present, when the nation is one vast Camp of Instruction for armed men; when argument has ended in the right of appeal to trial by battle; when the one absorbing topic of each successive day is the brief telegram, telling of victories won, or of hope deferred; when our eyes turn with longing gaze across the Sierras to catch the first breaking of the war clouds which fringe their summits—it might seem, at first thought, that a Convention like this, which waives all military and political considerations, and relates only to the peaceful and almost unseen workings of the Public Schools, would be inopportune, and out of harmony with the spirit of the times.)

(But when we stop to ponder and consider the vital relations which Public Schools hold to our national life; when we consider the agency which they have had in supplying the intelligence and the patriotism of the Army; when we begin to feel, amid the terrible realities of war, that the Schools have been the nurseries of loyalty, and the lack of them, the right arm of treason; when we begin to fully realize that the trite truism, "the only safety of a Republican Government is in the virtue and intelligence of the people," is no abstraction—there is a deep significance in this meeting,) and in all such Conventions, as concerning the future stability of the Government, and the integrity, power, glory, and unity of the nation. Constitutions and laws may be bequeathed by one generation to its successors; but patriotism, intelligence, and morality die with each generation, and involve the necessity of continual culture and education. Public opinion, the sum of the intelligence of the citizens of the nation, constructs and modifies all constitutions, and breathes vitality into all laws by which the people are governed.

Let the public opinion of one generation become demoralized by ignorance, or by passion, resulting from ignorance, and any Constitution is like gossamer to restrain and bind it.

It is an axiom in education that the great majority of the people can be well educated only by a system of Free Public Schools, supported by law, in which the property of the State is taxed to educate the children of the State.

"The first object of a free people," says Daniel Webster, "is the preservation of their liberty." In a Government where the people are not only in theory the source of all powers, but in actual practice are called upon to administer the laws, it is evident that some degree of education is indispensably necessary to enable them to dis-

charge their duties, maintain and administer the laws, and to retain their constitutional rights. All nations recognize the necessity of educating the governing classes. In a Government like ours, either we must have officers unqualified for their duties, or we must be ruled by an educated and privileged aristocracy, or we must provide a system of public instruction which shall furnish a supply of intelligent citizens capable of discharging their various official trusts with honesty and efficiency.

If left to their own unaided efforts, a great majority of the people will fail through want of means to properly educate their children; another class, with means at command, will fail through want of interest. The people, then, can be educated only by a system of Free Schools, supported by taxation, and controlled directly by the people.

The early settlers of our country recognized this vital principle by providing by law for Free Schools, and by making Schools and taxation as inseparably connected as taxation and representation.

It was reserved for the stern Puritans of New England to first recognize and carry into effect the right of every child to demand of society an education as the inalienable birthright of a freeman. And it is not inappropriate here to briefly revert to the early history of our American School system. Says Daniel Webster:

New England may be allowed to claim for her Schools, I think, a merit of a peculiar character. She early adopted and has constantly maintained the principle, that it is the undoubted right and the bounden duty of Government to provide for the instruction of all youth. That which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question whether he himself have or have not children to be benefitted by the education for which he pays. We regard it as a wise and liberal system of police, by which property and life and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge in an early age. We hope to excite a feeling of respectability and a sense of character by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere, to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law and the denunciations of religion, against immorality and crime. We hope for a security beyond the law and above the law, in the prevalence of enlightened and well principled moral sentiment. We hope to continue and prolong the time when, in the villages and farm houses of New England, there may be undisturbed sleep within unbarred doors. And knowing that our Government rests directly on the public will, that we may preserve it, we endeavor to give a safe and proper direction to that public will.

We do not, indeed, expect all men to be philosophers or statesmen, but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against that slow but sure undermining of licentiousness.

The Puritans of Massachusetts Bay had just escaped from a government which provided only for the education of the higher classes; which declared in the words of Charles the First, that "The people's right was only to have their life and their goods their own, a share in the government being nothing pertaining to them;" and in nothing does far-seeing sagacity of those self-reliant men appear more conspicuous than in the wise forecast which led them to provide for the general diffusion of the elements of knowledge as the basis of a principle which is expressed in the Constitution of Massachusetts, as opposed to the declaration of Charles the First, in the following words: "The people of this Commonwealth have the sole and exclusive right of governing themselves as a free, sovereign, and independent State."

A section of the Massachusetts Colony Laws of sixteen hundred and forty-two, reads as follows:

Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth; and whereas, many parents and masters are too indulgent and

negligent of their duty in that kind ; it is ordered that the Selectmen of every town shall have a vigilant eye over their brethren and neighbors, to see, first : that none of them shall suffer so much barbarism in any of their families as not to teach, by themselves, or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, upon penalty of twenty shillings for each neglect therein.

In sixteen hundred and forty-seven, this law was followed by another, to the end, in the words of the statute, "*that learning may not be buried in the grave of our fathers in the Church and the Commonwealth,*" which required every town of fifty families to provide a Teacher to instruct all the children of the town in reading and writing, and every town of a hundred families, to set up a Grammar School, with a Teacher competent to fit young men for the University ; the expense of these Schools to be borne by the town, or by the parents, as the town should determine.

In sixteen hundred and ninety-two, the law provided that these Schools should be supported *exclusively by tax levied on all the property of the town.*

The Colony Laws of New Haven, sixteen hundred and sixty-five, provided that the "Deputies of the Court" should have "a vigilant eye" over all parents and masters, "that all their children and apprentices, as they grow capable, may, through God's blessing, obtain at least so much learning as to be able duly to read the Scriptures, and other good and profitable printed books in the English tongue, *being their native language.*"

If this law was not complied with, the delinquent was fined ten shillings ; and if after three months, the offender failed to comply, the fine was doubled ; and then the magistrates were empowered to take such children and apprentices, and place them till they became of age, "with such others who shall better educate and govern them, both for the public conveniency, and for the particular good of said children and apprentices."

In sixteen hundred and sixty-nine, the Colony of Plymouth passed the following laws :

*Forasmuch as the maintenance of good literature doth much tend to the advancement of the weal and flourishing state of societies and republics, this Court doth therefore order, that in whatever township in this government, consisting of fifty families or upwards, any meet man shall be obtained to teach a Grammar School, such township shall allow at least twelve pounds, to be raised by rate on all the inhabitants.*

The following is the old Colonial Connecticut Law for "appointing, encouraging, and supporting Schools :"

Be it enacted by the Governor, Council, and Representatives, in General Court assembled, and by the Authority of the same : That Every Town within this Colony, wherein there is but one Ecclesiastical Society, and wherein there are Seventy House Holders or Families, or upwards, shall be at least Eleven Months in each Year Provided with and shall Keep and Maintain One good and sufficient School for the Teaching and Instructing of Youth and Children to Read and Write, which School shall be steadily Supplied with, and Kept, by a Master, sufficiently and suitably Qualified for that Service.

And, also, there shall be a Grammar School Set up, Kept, and constantly maintained in every Head, or County town of the several Counties, that are, or shall be Made in the Colony, Which shall be steadily Kept by some Discreet Person of good Conversation, and well Skilled in and Acquainted with the Learned Languages, Especially Greek and Latin.

For the support of these Schools, a tax of "Forty Shillings" upon every "Thousand Pounds in the Lists of the Respective Towns," was levied and collected.

Many of the wealthy counties of California levy, this year, a smaller School tax than was paid by the hard-fisted colonists of Connecticut.

The following preamble to an Act shows the germ of our national policy of reserving certain sections of Public Lands for School purposes :



And Whereas, the several Towns and Societies in this Colony, by Virtue of an Act of this Court, made in May, in the Year of our Lord One Thousand Seven Hundred and Thirty-Three, Received by their Committees Respectively, for that purpose appointed, considerable Monies, or Bills of Public Credit, Raised by the sale of certain Townships, Laid out in the Western lands, then so Called, to be Let out, and the Interest thereof, Improved for the Support of the Respective Schools aforesaid, for Ever, and to no other Use : Be it Enacted, etc.

Connecticut now has a School Fund, derived from the sale of her Public Lands, of two millions of dollars.

In seventeen hundred and eighty-five, an ordinance respecting the disposition of the Public Lands, was introduced into the old Congress, referred to a committee, and passed on the twentieth of May, which provided that the sixteenth section of every township should be reserved "for the maintenance of Public Schools."

The celebrated ordinance of seventeen hundred and eighty-seven, which confirmed the provisions of the land ordinance of seventeen hundred and eighty-five, further declared, that "*RELIGION, MORALITY, and KNOWLEDGE, being necessary to good government and the happiness of mankind, SCHOOLS, and the means of EDUCATION, shall be forever encouraged.*"

As the results of this noble policy, more than fifty millions of acres of the Public Lands have been set apart for the purposes of Education.

These few references to Colonial laws show how early in the history of our country these two fundamental principles were enunciated and adopted : *That it is the duty of a Republican Government, as an act of self preservation, to educate all classes of the people, and that the property of the State should be taxed to pay for that education.*

Simple propositions they seem, yet they have never been accepted in any other country but our own, and only in a part of that.

Other nations have National Schools, partly supported by Government, but with rates of tuition which virtually exclude the poorer classes.

Ours, only, has a system of Schools controlled directly by the people, free to all classes, without partaking of the character of Charity Schools. Even in our own country, the growth of this system was comparatively slow. At the time of the adoption of the Constitution, only three States had made any constitutional provision for the support of Free Schools.

It was only a few years ago that the State of New York dispensed with rate bills, and made her Schools free.

California has not yet reached the liberality and democracy of the Colonial settlers of New England, *for not one half of her Public Schools are Free Schools.*

But within the last twenty years, all the great loyal States in the North and West have been perfecting their School systems, and making liberal expenditures for educating their citizens.

The army of the nation, now in the field, is mostly made up of the young men who have been educated in these excellent Schools.

The apathetic and lukewarm conservatives, troubling the Government at home, belong to the class who learned to read and write before the regeneration of the Public Schools.

Let us consider more particularly the first axiom : That it is the duty of a Republican Government, as an act of self preservation, to educate all classes of the people.

In a representative government, all forms of constitutional law spring from the people, and are changed at will by public opinion. If that is demoralized, public officers will be bad, and the Government will be bad. If public opinion is ignorant, demagogues will warp it to suit partisan purposes. The fountain cannot rise higher than its source ; and the administration of the laws will not rise above the level of the morality of the masses.

Consider for a moment the various civil duties a citizen of the State may be called upon to perform. First and highest is the duty which is attached to the right of elective franchise. Intelligence must preside at the ballot box, or it becomes a partisan machine. The elector is virtually a tool and slave just so far as he is ignorant of the questions on which he votes. If ignorant voters elect knaves to office, the State pays the just penalty of neglecting to educate her citizens. Every citizen is liable to be called to the jury box. Are those light questions which twelve men are called upon to decide? Questions of life or death, of character or reputation, of fortune, of real estate? Can ignorance and prejudice decide those questions legally and equitably? Would the real estate owner, with a hundred thousand dollars at stake, on which, perhaps, he has unwillingly paid a School tax, choose to trust the verdict to an illiterate jury in preference to one educated in the Schools which his property has in part maintained?

Consider, again, all the minor official trusts which an ordinary citizen is called upon to fill—district, township, and county offices. Taken together, they make up no small share of the administration of government.

In the legislative department, is it safe to elect men poorly educated to frame the laws? Any citizen may aspire to and reach the place, and the only safeguard is the general education of all citizens. And it must be borne in mind that while laws may remain unchanged, the intellectual and moral qualifications necessary for the discharge of the duties of a citizen of the State cannot be transmitted, like property, from father to son. They are personal, not hereditary, and must be taught anew to each generation. The work of the Schools is never done, and property can never escape continual taxation. This general education of the citizens of the State can only be secured by Public Schools. The rich will be educated under any circumstances; education gives power—power, an aristocracy.

But the Public Schools must be of a character which will attract the children of the rich as well as afford an opportunity to the poor. Such Schools prevent the formation of castes and classes in society. The only aristocracy which they recognize is that of talent—an aristocracy which always commands respect and wields power. Said a Boston Teacher, once, to a visitor: "That boy who has just received the first prize for scholarship, is the son of a wood-sawyer; and the boy who has won the second prize is the son of the Governor of Massachusetts."

It is often objected that Public Schools cannot educate high enough. Dr. Bushnell says:

The chartered privileges of education furnished by our Colleges can be more highly valued by no one than myself. But still it should be understood that an educated man is a MAN ALIVE. Many a boy who does not know Latin from Dutch, and has never seen any University but his mother's and the District School, having attained to the distinction of a living soul, is, in the highest sense, educated. Could this, which is the only just view of the case, be once established in the public mind, it would do much to encourage attempts at self-education, and would greatly endear the system of Common Schools.

Many years ago, in an obscure country School in Massachusetts, an humble, conscientious, but industrious boy was to be seen, and it was evident to all that his soul was beginning to act and thirst for some intellectual good. He was alive to knowledge. Next we see him an apprentice on the shoemaker's bench, with a book spread open before him. Next we see him put forth, on foot, to settle in a remote town in this State, and pursue his fortunes there as a shoemaker, his tools being carefully sent on their way before him. In a short time he is busied in the post of County Surveyor for Litchfield County, being the most accomplished mathematician in that section of the State. Before he is twenty-five years old we find him supplying the astronomical matter of an almanac published in New York. Next he is admitted to the bar, a self-qualified lawyer. Now he is found on the bench of the Superior Court. Next he becomes a member of the Continental Congress. There he is made a member of the Committee of Six to prepare the Declaration of Independence. He continues a member of Congress for nearly twenty years, and is acknowledged to be one of the most

useful men and wisest counsellors of the land. At length, having discharged every office with a perfect ability, and honored, in every sphere, the name of a Christian, he dies regretted and loved by his State and Nation. Now this Roger Sherman, I maintain, was an educated man. Do you ask for other examples? I name, then, Washington, who had only a common domestic education. I name Franklin; I name Rittenhouse; I name West; I name Fulton; I name Bowditch; all Common School men, and some of them scarcely that, but yet all *educated men*, because they were *MADE ALIVE*. Besides these, I know not any other seven names of our countrymen that can weigh against them. These are truly American names, and there is the best of reasons to believe that a generous system of public education would produce many such. Let them appear, and if they shall embody so much force, so much real freshness and sinew of character as to decide for themselves what shall be called an education, or shall even be able to laugh at the dwarfed significance of College learning, I know not that we shall have any reasons for repining.

To this roll of honor we might add a long array of public men and of scholars whose first impulse to self-education was received in the Public School: Henry Clay, Andrew Jackson, Stephen A. Douglas, Lewis Cass, Abraham Lincoln, N. P. Banks, Elihu Burritt, Horace Mann, and many others.

The second proposition is: *that the property of the State should be taxed to educate the children of the State*. The only just ground for taking any man's money for a public purpose is that the public good requires it. But, says some stiff-necked tax payer, "I have educated my children at my own expense;" or, "I have no children to educate; why should I be taxed to pay for educating the children of others?"

But children arrived at the age of maturity belong, not to the parents, but to the State, to society, to the country. Government calls on them for the defence of the Constitution and the laws. Take the half a million of men now in the army; what are they doing but defending the property which has been taxed to educate them? Without them, what would property be worth?

Again: every able-bodied laborer adds to the wealth of the community; for the real wealth of a State lies in its amount of productive labor. Educated labor is more productive than ignorant labor. The testimony of all the mills, factories, and workshops of the world is, that intelligent artisans are far more profitable than ignorant ones. Raise the standard of education among working men, and the productive value of property is increased. Ignorance and idleness are companions; vice and ignorance are companions. Experience shows that the education of the masses affords better protection to good morals, and more security to the rights of property, than all the criminal enactments that can be made or the prisons that can be built. Intelligence makes labor respectable and honorable. Brute labor—the labor of the menial—is no more honorable to-day than when the unwilling millions toiled on the Pyramids of Egypt. The intelligent brain gives dignity to the toil-hardened hand. But we may base the necessity for general education on still broader grounds. Every man born into the world to enrich it by his labor, claims an education as an inalienable right, as much as liberty, food, air, or light. Civilization is the result of the labors of all generations which have existed upon the earth. Our laws, our institutions, books, arts, sciences, and inventions, are mostly the product of generations which have preceded us. What a child-like generation ours would be were the printing press and steam power swept out of existence! The generation now living strikes its roots deep into the mental strata of the globe, and draws its nutriment from all past generations. As the miners gather the mineral wealth of our State, upheaved by the convulsions of great geological epochs which thrust up the broken ribs of the earth through granite crusts, so do we enrich ourselves with the wealth of past time uplifted by the convulsions of nations. Having been educated by the labors of preceding generations, we cannot escape the responsibility of educating those who are to succeed us. Every man who is indebted to society for an education, is in duty bound to discharge that debt by educating the child who is to succeed him.

Before considering in detail the condition of education in the different States of the Union, let us glance at the national systems of instruction in the countries of the Old World.

Germany may justly claim the credit of first thoroughly organizing a system of public education, under the administration of the civil power. The characteristic features of the German Schools are, the power of the Government to compel attendance; provision to make the Schools, not free to all, but accessible to all; and excellent methods of instruction, resulting from Normal Schools; and the making of teaching a life profession.

Music is a prominent part of education in Germany, and the strong national pride, love of country, and love of liberty, of the Germans, is born in Schools, where the patriotic songs of the nation become as familiar as the alphabet of their mother tongue.

Here are the words of one of the favorite national songs:

“ What country does a German claim?  
His Fatherland,—knowest thou its name?  
Is it Bavaria,—Saxony?  
An inland State, or on the sea?  
There on the Baltic's plains of sand,  
Or 'mid the Alps of Switzerland?  
Austria? the Adriatic shores?  
Or where the Prussian eagle soars?  
Or where the hills, clad by the vine,  
Adorn the landscape of the Rhine?  
Oh, no! Oh, no! not there alone,  
The land with pride we call our own;  
Not there,—a German's heart or mind,  
Is to no narrow realm confined;  
Where'er he hears his native tongue,  
When hymns of praise to God are sung,  
There is his Fatherland, and he  
Has but one country—GERMANY !”

Prussia took lessons from Germany, and her systems of National Schools is excelled by no European nation. Her Normal Schools educate a well trained corps of Teachers, who devote their whole life to their profession, and who are pensioned in old age. Parents are compelled by law to send their children to school, and the result is that only one native-born Prussian in two hundred can be found ignorant of reading, writing, and arithmetic.

In France, M. Guizot founded a comprehensive and liberal system of elementary instruction, based on the experience of Prussia, and reported the bill in eighteen hundred and thirty-two. In introducing it into the Chamber of Delegates, he made the following truthful remarks:

*The first degree of instruction should be common to the country and the towns; wherever a human being is to be found within our land of France. By the teaching of reading, writing, and accounts, it provides for the most essential wants of life; by that of a legal system of weights and measures, and of the French language, it spreads everywhere the spirit and unity of the French nationality. It is the strict debt of the country toward all its children.*

France now expends annually for Schools eight millions two hundred and seventy-eight thousand dollars. She has not only the best Universities, Scientific and Military Schools in the world, but a national system of elementary instruction which commands the admiration of the world.

Austria has a system of National Schools, and no person can engage in the service of the State, in any capacity, without a certificate of attendance at School. The law

respecting Teachers is not a bad one: "The Teacher of a Common School must be a person of good sense, having a good, clear pronunciation, good health, and a sound constitution."

England, with all her time-honored Universities and endowed Public Schools, is far behind Germany, France, and Prussia, in her elementary Schools for the common people. Lord Brougham, in eighteen hundred and thirty-six, advocated a national system of Public Schools, but the bill failed on account of the bitter controversies of the religious sects, and the children were allowed to grow up in ignorance rather than run the risk of an education without the catechisms. In advocating this bill, Lord Brougham said:

*Let the people be taught, say I. The School is closed, but the Penitentiary yawns day and night to engulf its victims; the utterly execrable, the altogether abominable hulk lies moored in the face of day, which it darkens, riding on the face of the waters, which it stains with every unnatural excess of infernal pollution, triumphant over mortals.*

Macauley said, in eighteen hundred and forty-seven, in the House of Commons:

*Educate the people*, was the first admonition addressed by Penn to the Commonwealth he founded—*educate the people*, was the last legacy of Washington—*educate the people*, was the unceasing exhortation of Jefferson. Yes, of Jefferson himself, and I quote his authority with peculiar favor, for of all public men that the world ever saw, he was the one whose greatest delight it was to pare down the functions of Governments to the lowest possible point, and to leave the freest possible scope for the exercise of individual rights.

His Royal Highness, the lamented Prince Albert, reported to the Educational Conference, in eighteen hundred and fifty-seven, that two million two hundred and ninety thousand children in England, *who were not at work, did not attend any School whatever! and that fifty-seven per cent of English children were growing up without any education whatever!* In Massachusetts ninety-five per cent of all her children, between the ages of three and fifteen, attend School. Of the two million English children who did attend school, forty-two per cent, or nearly half, were there less than one year, and only five hundred thousand were above the age of nine years! Would not English capitalists do well to devote their money to building School houses instead of iron-clads for the Emperor of China?

From the *London Times* of October fourth, eighteen hundred and sixty-two, I extract the following remarks made by Lord Auckland, before a late meeting of the Educational and Ecclesiastical Commission:

We are now running a race with France, trying which can get the strongest vessels, the most destructive shot, and the most powerful ordnance. An educational rivalry is also going on, and France is far ahead of us in education. In France there are sixty-five thousand one hundred Schools of Primary Instruction, and these cost one million seven hundred and ten thousand four hundred and seventy pounds (\$3,278,675.) Of the sixty-five thousand one hundred Schools, all but one thousand five hundred are maintained wholly by the public. We only gave, in eighteen hundred and fifty-six, eight hundred thousand pounds (\$3,872,000) for the various Schools, not for the maintenance of any one School, but simply for aiding the various Schools under inspection. In those Schools there were only nine hundred and thirty-four thousand scholars. In France, eight hundred thousand pounds would give instruction to two million five hundred thousand, for they educate cheaper. However we may beat the French in ship armor and offensive weapons, in Schools they certainly beat us, and are more likely to have a large educated population than we are.

Will not that larger educated population, armed with intelligence, prove more than a match for Armstrong guns and unwieldy Warriors? Is not the increasing power of France, which is already throwing England into the shade, in some measure connected with her excellent system of instruction for the common people?

Yet England, behind most enlightened nations as she is, has done something for Public Schools. Dr. Arnold changed the face of English Public Schools, and made Rugby a classic name. His life ought to be in the hands of every Teacher. The endowed schools, of which Rugby is one, are the most thoroughly English of English institutions. One was established in the time of Alfred, three in that of Henry VI, one of Richard III, twelve of Henry VII, forty-nine of Henry VIII, and one hundred and fifteen in the time of Queen Elizabeth.

John Pounds, a poor, crippled shoemaker, in Portsmouth, instituted a Ragged School in eighteen hundred and thirty-seven, which has since grown into a great system.

Charles Dickens deserves to be classed among English educational reformers, for his caricatures of English Schoolmasters, in the character of Squeers, and of Boarding Schools conducted on the starvation system of that motherly matron, Mrs. Squeers, effected a salutary reform. The merciless wit of Dickens has never spared pompous pretensions to learning, nor pedantic methods of instruction. How capitally he hits off what is termed "practical teaching:"

"Now, what I want is Facts. Teach these boys and girls nothing but facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. Stick to Facts." The emphasis of the speaker was helped by the speaker's square wall of a forehead, which had his eyebrows for its base, and his eyes found commodious cellarage in two dark caves overshadowed by the wall. The emphasis was helped by the speaker's mouth, which was wide, thin, and hard set. The emphasis was helped by the speaker's voice, which was inflexible, dry, and dictatorial. The speaker's obstinate carriage, square coat, square legs, square shoulders,—nay, his very neckcloth trained to take him by the throat with an unaccommodating grasp, like a stubborn fact, as it was,—all helped the emphasis. "In this life we want nothing but Facts, Sir, nothing but Facts."

Gradgrind was a Teacher with "a rule and a pair of scales, and the multiplication table always in his pocket, Sir, ready to weigh and measure any parcel of human nature, and tell you exactly what it comes to."

Said the visitor, eloquently discoursing "to the little vessels ranged in rows ready to have gallons of facts poured into them until they were full to the brim:"

"We hope to have before long a Board of Fact, composed of commissioners of fact, who will force the people to be a people of fact, and nothing but fact. You are not to have in any object of use or ornament what would be a contradiction in fact. You don't walk upon flowers in fact; you cannot be allowed to walk upon flowers in carpets. You never meet with quadrupeds going up and down walls; you must not have quadrupeds represented on walls. You must use, for all these purposes, combinations and modifications of mathematical figures, which are susceptible of proof and demonstration. This is fact. This is taste."

In the School of facts, Mr. McChoakumchild does the practical work:

He, and some one hundred and forty other schoolmasters, had been lately turned in the same factory, at the same time, on the same principles, like so many piano forte legs. He had been put through an immense variety of paces, and had answered volumes of head-breaking questions. Orthography, etymology, syntax and prosody, biography, astronomy, geography, and general cosmography, the sciences of compound proportion, algebra, land surveying and levelling, vocal music, and drawing from models, were all at the ends of his ten chilled fingers.

He had taken the bloom off the higher branches of mathematics and physical sciences, French, German, Latin, and Greek. He knew all about all the water sheds of all the world, and all the histories of all the peoples, and all the names of all the rivers and mountains, and the productions, manners, and customs of all the countries, and all their boundaries and bearings on the two and thirty points of the compass.

If he had only learnt a little less, how infinitely better he might have taught much more!

There were five young Gradgrinds, and they were models, every one. No little Gradgrind had ever seen a face in the moon; it was up in the moon before it could

speak distinctly. No little Gradgrind had ever learnt the silly jingle, "Twinkle, twinkle, little star; how I wonder what you are!" It had never known wonder on the subject, having at five years dissected the Great Bear like a Professor Owen, and driven Charles' Wain like a locomotive engine driver. No little Gradgrind had ever associated a cow in a field with that famous cow with the crumpled horn who tossed the dog who worried the cat who killed the rat who ate the malt, or with that yet more famous cow who swallowed Tom Thumb. It had never heard of these celebrities, and had only been introduced to a cow as a graminivorous, ruminating quadruped with several stomachs.

"Bring to me," says Mr. McChoakumchild, "yonder baby, just able to walk, and I will engage that he shall never wonder."

And Gradgrind, as he surveyed the children, seemed a kind of cannon, loaded to the muzzle with facts, and prepared to blow them clean out of the regions of childhood at one discharge.

Scotland has long been distinguished for the excellence of her Schools and the general intelligence of her people. No obstacle opposes the entire success of the National Schools of Ireland but the spirit of religious bigotry and jealousy.

In the different countries alluded to, the ratio of School children to the whole population is estimated, from the best statistics, to be as follows: United States, one to five; Prussia, one to seven; France, one to eight; England, one to nine; Austria, one to ten. A comparison of European Public Schools with American may be briefly summed up as follows: In the National Schools of Europe professional male Teachers, graduates of Normal Schools, are generally employed for life, thus giving the Schools a decided advantage in thoroughness of teaching and strictness of discipline. On the other hand, I believe that our Schools, especially the primary, derive a great advantage from the employment of refined and intelligent women, their superior natural tact and love for children making them more successful Teachers than men.

In most European countries stringent laws compel attendance on Schools; in ours, no such harsh measures are called for.

One distinctive feature of our Schools is the general education of the sexes together, while in Europe they are taught in separate Schools. I believe that the true deference paid to woman, and the chivalric politeness with which she is treated, and the high standard of morality generally prevailing in the United States, are the results, in no small degree, of educating boys and girls together in the same Schools.

Another distinctive feature of our Schools is their freedom from sectarian instruction. In almost all the European Schools direct religious lessons are given by the clergy of both the Catholic and the Protestant churches; in other words, the Schools are made the medium of denominational and sectarian teaching of creeds and catechisms.

Nothing has been so great an obstacle to Public Schools in England and Ireland as the contentions of the religious sects for the control of the Schools. As illustrating the spirit which now prevails, I quote a few extracts from the report of an Educational Commission, published in a late number of the *London Times*:

In one lengthy report read, objection was made to the fact that in some cases, by a liberal construction of the "conscience clause," aid had been granted to Schools where the parents objected to denominational instruction, and the "conscience clause" was anathematized as "subversive of English institutions," and regarded as a "daring innovation."

The report claimed that "Church of England Schools" only should receive Government aid, and that a Secular School, professing not to give religious instruction, should be excluded from the Government Fund.

Happily for their prosperity, and for the best interests of vital religion, our Schools are removed from all denominational influences, and the reading of the Bible, without note or comment, affords little occasion for sectarian feeling. All are left free to form their own belief, drawn from the primal source, of Christianity.

The European Schools are partly supported by Government and partly by tuition, while ours are generally entirely gratuitous.

In European countries the Schools are too often used by the Government and Church to strengthen the power of the few, and to teach the people "how not to think" on certain subjects relating to their own rights; but, while our Schools are equally National in their spirit and results, they are always subject to the direct control of the people, thus representing the foundation principles of our Republic.

The educational statistics of the last census have not yet been published, but the following estimates, made by the Superintendent of Public Instruction of the State of Ohio, gathered from the different State reports for the year eighteen hundred and sixty-one, are probably a very near approximation:

Amount of money expended for Public Schools in the loyal States, \$20,385,000; in the rebel States, \$3,076,000—total, \$23,461,000. Number of children attending School in the loyal States, 4,560,000; in the rebel States, 651,000—total, 5,211,000. The average amount expended for the education of each child is about five dollars, and amount expended for each white inhabitant is eighty-seven cents.

The amount of taxable real and personal property in the United States, in eighteen hundred and sixty, was \$16,159,000,000; and allowing the expenditures for Schools, as estimated by the Ohio Superintendent, \$23,461,000, would be equivalent to a tax of one and a half mills on the dollar for Public School purposes. The School Tax on property in the loyal States is about one and eight tenths of a mill on the dollar; in the rebel States, about six tenths of a mill.

From such State reports as I have been able to obtain, I gather the following statistics of the amount of money expended by different States, and of the number of children attending Schools in the year eighteen hundred and sixty-one:

STATES.	Number of Children attending Public Schools .....	Amount of Money Expended.....
New York, 1861 .....	872,000	\$3,841,000
Ohio, 1861 .....	717,000	2,834,000
Pennsylvania, 1860 .....	647,000	2,619,000
Illinois, 1861 .....	516,000	2,007,000
Massachusetts, 1861 .....	220,000	1,612,000
Wisconsin, 1860 .....	192,000	690,000
Michigan, 1861 .....	192,000	600,000
Rhode Island, 1862 .....	25,000	174,000
Connecticut, 1862 .....	50,000	400,000
California, 1862 .....	36,000	497,000

The amount expended by Massachusetts is exclusive of money expended in buildings, sites, and repairs, while in the others it is inclusive.

In the amount for California, the relative value of money here and in the East must be considered, and also, that the cost of educating here is, at least, double that in the Atlantic States—primary Teachers being paid here three, four, and five times as much as there.

The amount for each inhabitant is as follows: Massachusetts, one dollar and thirty-one cents; Ohio, one dollar and twenty-one cents; Illinois, one dollar and seventeen cents; Rhode Island, one dollar; New York, one dollar; Pennsylvania, ninety cents;



Wisconsin, ninety cents; California, one dollar—reduced to Eastern educational currency, say thirty-five cents.

In connection with these statistics of Public Schools, I cannot forbear adding a few deductions from recent statistics concerning Public Libraries, showing, as they do, the intimate connection between Public Schools and a taste for reading.

The United States has in Public Libraries four million two hundred and twenty thousand volumes, or one book to every six and a half white inhabitants; including volumes in Public School and Sunday School Libraries, twelve million volumes, or one book to every two and one third white inhabitants. Great Britain has in Public Libraries one million seven hundred and seventy thousand volumes, or about one book to every seventeen inhabitants. France has five million five hundred and ten thousand volumes, or about one book to every six and one third inhabitants. Prussia has one book to every eight inhabitants. Austria, one to every sixteen. Russia, one to every seventy.

Following out these statistics more in detail, we find that in the New England States, where Public Schools originated, and where the tight-fisted Yankees are "cute" enough to keep them going, and where, in consequence, they all "run to brain," and where they are liable to be "left out in the cold" by the politicians, there is, in the Public Libraries, one book to every two and three quarters inhabitants; in the Middle States, one to five and seven tenths; and in the Rebel States, where Public Schools are not deemed aristocratic, and where only eleven twelfths of the free white population could read if they had all the libraries in the world, including Webster's Speller, the ratio is one to ten, they being behind France and Prussia, and but little in advance of sympathetic England, where they say the two million of free white Anglo-Saxon children who do not attend School firmly believe that Jeff. Davis is the Emperor of China.

Massachusetts, the very hotbed of Public School heresy, which lavishes more money proportionately on her "hobby of Free Schools" than any State in the Union, as might be expected, heads the list in books also, having one to every two inhabitants. Boston, which expends six hundred thousand dollars annually for her Public Schools, evidently remembering how the Boston school boys once waited on Gen. Gage, is not only the "hub of the universe," around which the Schools revolve, but is a pretty good place, in spite of crooked streets and Sundays, for any one who knows how to "read, write, and cypher," having one book and a half for every man, woman, and child, including Oliver Wendell Holmes and Hosea Biglow.

London, the commercial metropolis of the world, has only one book to every fifty-seven of her swarming myriads of human beings.

New Orleans, the wealthy cotton mart, where Butler once kept School, has one book to every eight inhabitants, contrabands included. New York City has one book to two and one quarter; Baltimore, one to two and one fourth; Philadelphia, one to two and one fifth. The State of New York has in her Public School libraries, one million two hundred thousand volumes, or about one and one half books to every child attending School. In eighteen hundred and sixty the annual circulation of newspapers and periodicals of all descriptions is stated in the census returns at nine hundred and twenty-seven millions nine hundred and fifty-one thousand copies, or thirty-four to each person. The newspapers have indeed become the "popular educators" of the times; but what has created this omniverous taste for reading but the Public Schools. It may be well enough to state in this connection that the number of "illiterates" in the United States, to whom all books are useless lumber, is a little over one million, of whom many are foreigners, while most of the native born belong to the section where Public Schools are not patronised.

All these facts would seem to indicate the possibility of some connection between Schools, books, intelligence, and patriotism, and want of all these and secession.

And now, in conclusion, let us consider what California has done for Public Schools, and what she may reasonably be expected to do for them during the next four years. The total amount of money expended for Public School purposes during the year ending October thirty-first, eighteen hundred and sixty-two, was four hundred and ninety-seven thousand dollars, of which seventy-five thousand dollars was received from the State as interest on the funds derived from the sale of School Bonds, one hundred and forty-two thousand dollars from county taxes, and two hundred and seventy-four thousand dollars from rate-bills and subscriptions.

The total number of children in the State between the ages of four and eighteen is seventy-two thousand eight hundred and twenty-one, so that the State Government makes the munificent provision of one dollar and three mills per scholar for educating the children of California.

In Ohio, the direct State tax alone, apart from the interest of the School Fund, amounts to nearly two dollars for every child.

But it must be borne in mind that this one-dollar-and-three-mill provision is not a free will offering by the State; it is the payment of interest on School Funds derived from the sale of lands reserved by the National Government for School purposes "forever," and from the five hundred thousand acres of land, reserved by the wise forethought of the framers of our State constitution. We owe a debt of gratitude to the men in that Convention who battled so nobly for reserving the five hundred thousand acres donated to the State for internal improvements, for School purposes, without any "proviso," which was only carried by a vote of eighteen to seventeen. From the sale of this land the School Fund has realized four hundred and seventy-five thousand dollars; and the sale of the remainder, at one dollar and twenty-five cents per acre, will yield, say three hundred and twenty-seven thousand dollars, making a total fund of eight hundred thousand dollars.

By Act of March third, eighteen hundred and fifty-three, Congress granted to California the sixteenth and thirty-sixth sections (one thousand two hundred and eighty acres) in each township, for the support of Schools. This grant would embrace one-eighteenth of the whole area of the State, and would yield a School Fund of five millions of dollars; but the greater portion, amounting to two millions of acres, falls upon mineral lands, and the authorities at Washington have decided that the State cannot select an equivalent in other parts of the State in lieu of the mineral sections.

The amount realized from the sales of the sixteenth and thirty-sixth sections is three hundred and sixty thousand dollars.

It is not probable that the School Fund will be largely increased for many years to come; but the number of School children is rapidly increasing, and the only way to meet the pressing and immediate demands of the School Department will be to levy a State tax for the support of Schools.

The total number of children between four and eighteen years of age, by the last School census, was seventy-two thousand; and of this number only thirty-six thousand were reported as in attendance at Public Schools, and seven thousand in Private Schools—leaving twenty-nine thousand children not attending any School. Of the number attending School, about one fourth may be estimated as attending between three and four months, one fourth less than six months, and one half from six to ten months, in the year.

Allowing that a large number between fifteen and eighteen have finished their education, and that many others in the sparsely settled mountain districts cannot attend School, there still remain at least twelve or fifteen thousand children who ought to go to School, and who would attend, if Schools were provided.

The number of children under four years of age is thirty-eight thousand; and as all these must soon be provided for, together with the large numbers immigrating hither, it must be evident that the present provision for Schools is wholly inadequate, and that

the State Government is imperatively called upon to provide ways and means for educating these children, else they will grow up like the aborigines of the country.

Illinois, Wisconsin, Michigan, and several other States, assess an annual State tax of two mills on the dollar for School purposes, in addition to the interest on School Funds, and district, and county, and township taxation. Massachusetts raises a State School tax of one mill and sixty-five hundredths on a dollar; and New York, of three fourths of a mill. In Ohio, the direct State tax amounts to one million two hundred and one thousand dollars. In Illinois, the District School Trustees are required, by law, to assess a district tax sufficient, with the money derived from the State, to continue School at least six months in the year, and the amount derived from this tax, in eighteen hundred and sixty, was more than one million of dollars. Is our State so poor, or so tax-ridden, that she cannot levy any tax on the property of the State to educate her children? Has she done her duty when she pays seven per cent interest on the School Fund, and appropriates six thousand dollars for a Normal School?

Next year a special State tax of half a mill on the dollar ought to be levied for the support of Public Schools. When the State does nothing, the counties and the districts cannot be expected to do everything. I believe the people of the State would pay it cheerfully. The State ought to be able to do one fourth as much as Illinois, Wisconsin, and Michigan. San Francisco has raised, for several years, a School tax of three and a half mills on a dollar; the people have cheerfully paid it; and I have no doubt her excellent Schools have drawn to the city many hundreds of families, and increased the taxable property of the city hundreds of thousands of dollars. The lack of Schools in many parts of the State has kept from our shores thousands of families which otherwise would have gladly settled here; and one of the first questions asked by a man with a family, in purchasing property, is, "What are the advantages for Schools?"

If the School Trustees, School officers, School Teachers, and the men who have faith in Public Schools, will act with earnestness and energy during this year, I am confident that the next Legislature will respond to their appeal for aid.

A State tax of half a mill on the dollar has been levied this year for carrying on the work of building up the State Capitol; is it not quite as necessary that the work of building School Houses should not be delayed? Of what use will a magnificent State Capitol be, unless educated legislators are sent there to fill it? The State is to be placed on a military footing. It is equally necessary that it should be placed on an educational footing, for educated and intelligent men are a stronger defence than Monitors, Columbiads, or field batteries. During the darkest hour of our National adversity, the work upon the dome of the Capitol, at Washington, was carried on without cessation, even under the roar of the enemy's cannon—a fitting type of the faith of the people in the permanence of our Government and the stability of our institutions. Our Public Schools are not the dome of the Republic, but the solid and everlasting foundations on which is based the permanence and integrity of the nation.

We, of this generation, fall back upon the sword and the bayonet to sustain the laws; but if we expect our children to be capable of self-government, if we have not utterly lost our faith in representative institutions, let us not stultify ourselves by failing to educate our children. It is not true that we are doing as much for Schools as other States. Why, the City of Boston last year expended a hundred thousand dollars more for Schools than the whole State of California.

The total amount of money raised in the State by tax and rate bills last year was six dollars and ninety cents to every child between four and eighteen years of age; the little sandy island of Nantucket raised nine dollars and seventy-four cents for every child between three and fifteen years of age within her seagirt shores.

Neither is it just to measure California by the new States of the northwest. We sprang at once into a high degree of civilization; our mines yield immediate and rich

returns for labor, and we are unworthy the fairest inheritance the sun shines upon if we do not provide a system of Free Schools which shall furnish the means of education to every child as liberally as Nature has bestowed her mineral wealth upon our land. Shall California, just entering on a renewed career of prosperity from the recent discoveries of fabulous mineral wealth, contribute less for Schools than the States where ice and granite take the place of silver and gold? Is the table of ten mills one cent—ten cents one dime—ten dimes one dollar—ten dollars one eagle—the only ten commandments our children shall be taught? Is the national ensign of the Republic, like the calf of molten gold the children of Israel worshipped in the wilderness, to be made a great golden buzzard? Is metal to be valued more than mind, and “feet” more than the little brain engines that fill the School houses?

Shall we pay thousands of dollars annually for blooded stock, and let the children run wild, like Spanish cattle? Shall we sink costly artesian wells through all our valleys, and keep the living well-springs of knowledge sealed to the thirsty children? Shall we send to Europe for choice foreign vines, and leave the children to grow up like the wild mustard which covers our fertile lands with its rank growth?

The effect of our abundant wealth, unless its possessors shall be educated and trained to use it in intellectual pleasures and refined enjoyments, will be to sweep us into the rankest and grossest forms of materialism.

The real wealth of the State must ever be her educated men and intelligent laborers. Educated mind has made the world rich by its creative power. The intelligent minds which invented the steamship, the cotton gin, and the spinning jenny, created for the world a wealth greater than the products of the gold mines of Australia and California together. How many millions of dollars is Ericsson's invention of the Monitor worth to the nation? How much the invention of the electric telegraph? How much the hundreds of labor saving machines in every department of industry? Ignorance invents none of these. What influence, tell me, is so mighty in developing the intellect of society as the Common School? One single great mind, inspired in the Public School with a love for learning—without which it might have slumbered forever—may prove of more value to the State than the entire cost of Schools for half a century.

Our population is drawn from all nations, and from all parts of the globe. The next generation will be a composite one—made up of the heterogeneous atoms of all nationalities. Nothing can Americanize these and breathe into them the spirit of our institutions but the Public Schools. No other agency under Heaven can crystalize these inharmonious elements into the form and beauty of the highest civilization.

The Legislature just adjourned passed a Revised School Law, but failed to make any provision for increasing the School Fund; and any laws which fail to legislate money for the support of Schools will accomplish but little.

Still, the new law has some good features. It compels the Superintendent of Public Instruction to travel, lecture, and conduct Institutes, at least three months in each year, and appropriates one thousand dollars to pay his travelling expenses. The old law liberally provided “that all necessary expenses incurred in the discharge of his official duties should be paid out of any Fund not otherwise appropriated;” but by some singular combination of circumstances, there never happened to be any Fund “not otherwise appropriated,” except the Swamp Land Fund, and that usually was “otherwise appropriated.”

But the law undoubtedly *did* allow the Superintendent to travel at his own expense, and in this respect was very much like the Corresponding Society of the Pickwick Club, which unanimously adopted the following resolution:

*Resolved*, That this association cordially recognizes the principle of every member of the Corresponding Society defraying his own expenses, and that it sees no objection

whatever to the members of the said society pursuing their inquiries for any length of time they please, upon the same terms.

With equal "Pickwickian" liberality, a few years ago the law made the following excellent provisions :

The Superintendent of Public Instruction *may* annually call a State Convention of Teachers and Officers of Common Schools, and such Convention *may* discuss and recommend improvements in teaching and the management of Schools, and a series of School books throughout the State, and *may* consider other subjects pertaining to public instruction ; *provided*, the State shall incur no expense from such Convention.

The new law provides that the State shall furnish a School Register to each School District, for the purpose of securing more accurate returns of School statistics from Teachers.

It authorizes the State Board of Education to adopt, and to require to be used, a uniform series of text books in the State. The old law, another Pickwickian humbug, gave them only the power of recommending—a privilege in common with all the world and the "rest of mankind."

It appropriates one hundred and fifty dollars from the County General Fund to aid the different County Teachers' Institutes, which may be called a most excellent provision, as the County Institutes must be the most efficient means of improving instruction in the Schools.

It provides that School Trustees shall be elected for three years, instead of one, as formerly ; and though Trustees, under the present long term, may possibly fail to *get rich*, they cannot fail to learn the routine of official duty.

State Teachers' certificates of different grades are granted, by the State Board of Examination, for the terms of six, four, and two years, thereby conforming to the action of other enlightened States. County certificates are made valid for two years. Under the old law, a Teacher in the Public Schools, though he might have added to the finest natural abilities for teaching, a complete professional training in the best Normal Schools in the United States—though he might have grown gray in the service—might be crowned with the well-earned honors of many successful Schools, be revered by thousands of grateful pupils—though he had graduated from a University—yet he could not apply for the smallest District School in the remotest corner of the State without "passing an examination ;" and, if he wished to teach another year, he must travel twenty or thirty miles, to satisfy the State that he was "*fit to keep a Common School!*" And, further, if he wished to remove to another county, he must be examined by another Board, to ascertain his fitness to teach a *Common School!* If examination imparts fitness to teach, some of the Teachers in this State ought to be well fitted for their occupation.

It provides stringent laws for the collection of district taxes and rate bills ; the old law being defective, and generally allowing the heavy property holders to escape the tax whenever they chose to resist its collection.

The Legislature also made an appropriation of six thousand dollars for the State Normal School ; not a large appropriation, yet one which met with very decided opposition. Massachusetts has expended for Normal Schools since their first organization, two hundred and ninety-four thousand dollars. New Jersey, in founding her Normal School, made an appropriation of ten thousand dollars a year, for five years.

And last, but not least, the Legislature allowed the Department of Public Instruction a Contingent Fund of fifty dollars, for the purchase of maps, charts, and new educational works ; for purchasing the entire set of Barnard's Journal of Education ; for subscribing to all the educational journals of the different States ; for making additions to the musty library of antique Spellers and Readers, accumulated by the liberality of publishers and booksellers ; for taking a newspaper ; and for such other

general purposes for the advancement of education as the Superintendent of Public Instruction and the State Board of Education may deem advisable and necessary and the State Board of Examiners may allow.

I feel that I cannot better close this address than by quoting from the reports of the State Superintendents of the various loyal States a few extracts relating to the prosperity of the Schools and the patriotism of the people.

The State Superintendent of Kentucky says :

It is a fact, which ought to be noted with pride by every one in whose breast genuine patriotism has not been supplanted by sectional prejudices and Secession allurements, that, of the Southern States, Delaware, Kentucky, and Missouri—the three which have done and are now doing most for Common Schools—are the most unalterably devoted to the Constitution and Union of our country.

May we not trust that one of the main results of the present war will be an additional proof of the transcendent value of popular education? Systems which pass comparatively unscathed through the fires of revolution, are apt to be noble ones indeed. My hopes for the permanence of our present form of National Government rest upon the conviction that its excellence and beauty are such that Secession, which is but a synonym of anarchy, will be found, after a fair trial, to furnish but a flimsy substitute for it. The people—like those who of old brought back the Ark of the Covenant—will restore the Constitution of their fathers.

Those great interests which give employment to all the people of a country like ours, and embrace every pursuit of human life, will require EDUCATED LABOR hereafter even more than now, let the present struggle for and against the Union terminate as it may. The doors of none of those tens of thousands of primary and higher Schools throughout our land should be closed either in peace or war. Knowledge, from her myriad sources—those Common Schools throughout our land—is welling up her perennial streams, and bidding all the sons and daughters of a great people "Come hither," and without money and without price, drink of their crystal waters. Contrast such a policy with that of the "Seceded" States, where, if there remains as much as one efficient School system in existence, it is more than I am aware of. Arkansas, about a year since, was maturing a plan of popular education. One of her most influential citizens lost his election for Governor because he was understood to be opposed to it. Where is it now? Texas had but a little while ago one of the most magnificent School Funds on the continent. If reports be true, that Fund is now being frittered away in support of rebellion. These facts suggest their own impressive moral. To rivet links of ignorance for posterity, has been one of the works of that self-appointed Oligarchy which is now endeavoring to destroy the Government.

The State Superintendent of Maine says :

The newly aroused spirit of patriotism seems to have awakened new interest in those institutions which constitute the highest objects of our Northern pride, and which are known to be the objects of special hatred among the aristocratic citizens of the Rebel States. We owe it to ourselves to defend what they would otherwise overthrow—a system of *free labor, free schools, and free men.*

The State Superintendent of New York says :

I have travelled extensively through the State, and have everywhere found the manifestation of a deep and active interest in education; an interest not content with the existence and support of Schools, but earnestly desiring to increase their efficiency and usefulness. The universal sentiment is, that whatever else we may have to forego in the defence of the Government and the preservation of the Union, our Common Schools must suffer no neglect. These are justly regarded as the nurseries of that patriotism and loyalty which pervade the masses of the North; and we should be blind and infatuated indeed, if, in this hour, when the influence of our Schools in moulding the popular sentiment and inspiring the popular heart is so strikingly manifest, we could neglect to foster with jealous care and maintain with heroic pride these institutions which alone are the guarantee of our country's permanent peace.

The State Superintendent of Wisconsin says :

In some respects the war has awakened an interest in education. All who love their country with an intelligent love, *know* and *feel* that our liberties are cherished and pre-

served only by intelligence and virtue. The war arouses in thinking minds the determination to prepare our youth to receive and perpetuate the institutions their fathers and elder brothers are so earnestly fighting to defend. With the thought that our country calls for *mind* and *heart* as well as for *muscle* and *money*, we are nerved to double diligence, and "bate not a jot of heart or of hope."

Hon. Anson Smyth, State Superintendent of Ohio, a State second in her Schools to no other in the Union, writes as follows:

Sir William Berkeley, one of the early Governors of Virginia, wrote: "I thank God that there are no Free Schools nor printing presses here, and I hope we shall not have them for these hundred years—for learning hath brought disobedience and heresy and sects into the world, and printing hath divulged them in libels against the best of Governments."

Here are set forth the beginnings of those influences which have moulded the characters of the loyal and disloyal States. With the former, the education of all has been a prominent and predominant idea. Their children have been taught to read—to investigate truth—to think for themselves. In the older of the seceding States, very little has to this day been accomplished towards the education of the children of the lower classes; while in the newer, something has been effected through the grants for educational purposes made by the General Government. But nowhere in all the land of rebellion has popular education been a prominent idea. The children of the wealthy classes have enjoyed facilities for learning, but the "poor whites" have had few opportunities in this direction. In some of these States, the number of adults who cannot read is, proportionably, fifty times as great as that of the same class in some of the loyal States.

The State of Ohio is educating more children in Public Schools than are all the seceded States. Who can believe that this rebellion could have assumed its present proportions, but for the ignorance of the lower classes there?

I have not made these statements and instituted these comparisons for the sake of casting reproach upon any of the Southern people; but simply for the reason that I wish to exhibit the connection there is between popular education and the safety of free institutions.

The State Superintendent of Michigan says:

God give us power to hold our Common Schools to their full work, and the children to the Schools, and we may hope to hold fast to all that is true and worthy in our social life and civilization till the storm be past. Disrupted and dissolved as we must be, we may hope to settle down again when peace comes, and crystalize into the same peacefully great people we were ere the war began.

Massachusetts says:

There has been no decrease of interest or of effort in behalf of the Public Schools in this Commonwealth, but rather an increase of both. Passing events have seemed to deepen the conviction in the minds of our people of the vast importance of our system of popular education, not only to the public prosperity, but also to the perpetuity of our free institutions.

The State Superintendent of Illinois, Newton Bateman, says:

The State School tax—two mills ad valorem—has not been disturbed, and will not be. The vested School Fund, State, county, and township, amounting to about five millions of dollars, is, of course, beyond the reach of the contingencies of the times; so that in a financial sense our system of public instruction is breasting the war storm bravely.

I have watched the bearing of current events upon our educational enterprises with the greatest solicitude, not unmingled with forebodings of evil. It is with inexpressible relief that I find the citizens of this Commonwealth disposed to rally around and sustain their Free Schools in this trying hour. It is, indeed, but the instinct of self-preservation. Never before in all our history did the absolute necessity of universal intelligence and virtue to the preservation of our political system and the well-being of society appear to me so clear and demonstrable. As well might the mariner throw overboard his chart and compass in the midst of the tempest, as for our people to abandon their Free Schools at a time like this. The loss of a battle or of a campaign would be comparatively a trifling disaster.

With such words of cheer coming to us across the continent, shall we become disheartened, and lose our faith in the capacity of a free people for self-government?

Intelligent free laborers are working out the great problem of civilizing this continent; intelligent fighting men are consolidating its Government; and, underlying all, the Public Schools are silently forming a sound national character. Free as air, vital as electricity, and vivifying as the sunlight, they get on the organic forces of the nation as these three physical agents build up the life of the globe out of inorganic matter.

The insurrection will be put down by the sword and the bayonet; treason will be rooted out by armed men; but even then the only strength of the Union will be in a public opinion based on an intelligent comprehension of national affairs by the people of the whole nation.

The number of legal voters in the United States who cannot read and write is greater than the ordinary majority by which a President is elected.

It is seldom the Governor of any State is elected by a majority larger than the number of "illiterate voters of the State." What avails the Constitution at the mercy of men who cannot read it? Unless the laws of the several States are administered by rulers chosen by electors whose ballots fall vitalized by intelligence, no standing armies, no Constitutions, can hold them in harmonious spheres around the central sun of a Representative Government. They will shoot off in eccentric orbits into the unfathomable darkness of dissolution and chaos, never to return.

When Public Schools shall have performed their great mission so that every ballot shall represent an idea, Whittier's Lines on "Election Day" will no longer be *ideal*.

Around I see the powers that be,  
I stand by Empire's primal springs,  
And princes meet in every street,  
And hear the tread of uncrowned kings!

Not lightly fall beyond recall,  
The written scrolls a breath can float;  
The crowning fact, the kingliest act  
Of Freedom, is the Freeman's vote!

Our hearts grow cold, we lightly hold  
A right which brave men died to gain;  
The stake, the cord, the axe, the sword,  
Grim nurses at its birth of pain.

The shadow rend, and o'er us bend  
Oh! martyrs, with your crown of palms,  
Breathe through these throngs your battle songs,  
Your scaffold prayers, and dungeon psalms!

So shall our voice of sovereign choice,  
Swell the deep bass of duty done,  
And strike the key of time to be,  
When God and man shall speak as one.

It is a Prussian maxim "Whatever you would have appear in the life of the nation you must put into the Schools."

If the Schools inculcate with intellectual training love of country, cordial submission to lawful authority, moral rectitude, some knowledge of the theory and organic structure of our Government, and a true spirit of patriotism, then shall our citizens be truly men, and our electors princes indeed.

When I consider the power of the Public Schools, how they have disseminated intelligence in every village, and hamlet, and log house in the nation, how they are moulding the plastic elements of the next generation into the symmetry of modern civilization, I cannot think that our country is to be included in the long list



Of nations scattered like the chaff  
Blown from the threshing floor of God.

I hold nothing in common with those faint hearted patriots who are beginning to despair of the future of our country. The latent powers of the nation are just coming into healthful and energetic action, and in spite of treason, are moving the Republic onward and upward to a higher staff-point of liberty. What though it comes to us amid the storm of battle and the shock of contending armies !

Not as we hoped—but what are we !  
Above our feeble arms and plans  
God lays with mightier hands than man's  
The corner stones of Liberty.

The Anglo-Saxon race, even in its ruder years, always possessed an inherent power of independence and self-government. Tell me not that now, when this stubborn vitality and surplus energy, expended so long in overrunning the world, are guided by intelligence and refined by Christianity, this same race is to be stricken with the palsy, because of a two years' war.

The two millions of boys now in the Public Schools constitute a great "Union League," electrified by intelligence, cemented by the ties of one blood, one language, one course of instruction—strong in its power to perpetuate the Union as the great "Union Leagues" which the citizens of the nation are now organizing for its defence. Long before the completion of the Pacific Railroad, these new recruits, drilled in the Public Schools, will push their way across the continent, as the Saxons sent out from their northern hives, a vast army of occupation, cultivating the "National Homestead," and fortifying the whole line of communication by a *cordon* of School houses that shall hold it forever as the heritage of free labor, free men, and a free nation.

So shall the Northern pioneer go joyful on his way,  
To wed Penobscot's waters to San Francisco's Bay ;  
To make the rugged places smooth, to sow the vales with grain,  
And bear, with Liberty and Law, the Bible in his train ;  
The mighty West shall bless the East, and sea shall answer sea,  
And mountain unto mountain call, PRAISE GOD, FOR WE ARE FREE !

# STATE NORMAL SCHOOLS..

## AN ADDRESS

DELIVERED BEFORE THE CALIFORNIA STATE TEACHERS' INSTITUTE,  
ON MONDAY, MAY 4TH, 1883, BY S. I. C. SWEZEY, A. M.,  
OF SAN FRANCISCO.

I had occasion, not long since, to make a short journey into the country. For a considerable distance the land on either side of the way was under good cultivation; the young grass was making the hillsides beautiful, and the springing grain, just coming from the fertile earth, gave promise of an abundant harvest. Nature had received the weary labor of the farmer kindly, and seemed intent upon doing her work, wonderful in its silence and its greatness, in such a fashion as to cheer him on to do still greater things for her. It was as if she wooed him to his task; and, giving the grass and the grain, had asked for further culture and further effort, to show how rich she was, by giving trees, and flowers, and vines.

Passing along, I came to a wide stretch of land untamed. It was a salt marsh, soft under foot, muddy enough in places to require the utmost strength of the horses to draw the stage. Hundreds of acres were lying there, owned, indeed, by somebody, yet all uncared for. But even here this Nature would not be idle. Over all the surface were growing coarse grass and weeds—useless, it may be, for many purposes, yet serving to hide the depths beneath, as well as to show the passer that something could grow even there. A wonderful power has Nature, which she seems bound ever to use in one or another way. If the fruit trees or the grains are not given her, she tries to send out wild flowers; and if they will not obey her call, the coarse grass and the weeds of the salt marsh come. Wherever there is soil she makes something grow.

I remember thinking, as I passed over that sad waste of neglected land, that it is not alone in the material world the law of growth prevails. In the intellectual and moral nature of the human race something is ever growing, and what it shall be is determined chiefly by the means men use. But with land a score of years may pass without the farmer's care, and even then fine crops may come, and pleasant fruits; while in the human soul the first score of years determines for the most part its future destiny. After these first years, culture may somewhat modify, but will rarely radically change the character.

The State has come to recognize these facts, and in self defence has established Public Schools, that the growth which is inevitable may be good growth, and that the early years may give a safe tendency to the character of its future citizens. After many trials, it has been learned that these Public Schools may exist without accomplishing what the necessities of the Commonwealth require. Much, indeed, has been

accomplished. Most children have, through much tribulation, been taught to read ; but the reading aloud which may be heard sometimes in the rural districts is indicative of little attention in the Primary Schools to more, in this most valuable of all accomplishments, than the art of calling the words of a sentence. More children have learned to guess with tolerable accuracy at the spelling of words than to attach even a shadow of an idea in respect to their meaning after the component letters were expressed, while the missives that fill our mails bear witness to their readers that spelling itself is often carried on by original methods ; and penmanship, instead of being the medium of instruction in the principles of beautiful forms, has often demonstrated the possibility of that state in which, according to the Book of Genesis, the world once was—being emphatically “ without form, and void.” Arithmetic has been so learned that rules could be remembered, but probably nine tenths of the Public School graduates would be at a loss to explain the reason of the rules they learned at School, and therefore one very important use of this study must have been entirely lost sight of in their instruction. Geographical facts have in most instances been memorized, without clear ideas of real geographical principles. Grammar has generally been a matter of words—hard, dry, unmeaning ; and its rules, flippantly repeated in parsing, have been violated upon the play-ground within the hour from the class dismissal, as if they were too sacred to be used except in connection with the solemn duty of escaping disgrace before the eyes of the Autocrat of the Birch.

To secure the culture already attained has not been the work of a day. The resources of the best minds have been fully taxed, and the machinery for the management of the Public School System is almost perfect in its details. School districts have been organized, and men appointed under the significant title of *Trustees*, as if the State would have them ever mindful of the real estimate she places upon their services in carrying out the great work of educating the children : Not Directors, not Commissioners, not Kings ; but *Trustees*. This is the trust of the State ; the chief trust. Her future welfare depends upon the aggregate result of their care. To aid these officers, each county has its Superintendent of Public Schools, who is to guard the Trustees from imposition in the persons who may attempt to perform the actual work of the Schoolroom, by examination into their character and their qualifications to teach. The Teacher upon whom the Trustees and the County Superintendent have placed their seal is then to give his best spirit to his special work. He is presumed to understand his responsibilities, and to be personally interested in his high mission. He is allowed to rule the children in his own way. He is privileged to make suggestions to parents that would be impertinent from others, respecting the habits, the language, the disposition, and the employment of the children. He has the right—it is in fact his duty under the law—to determine their studies, and to aid their real progress in knowledge, to watch over their associations among themselves, to direct their aspirations toward all that is good, and right, and beautiful, and to make them detest and avoid all that is foolish, mean, and wrong.

The State does not rest satisfied with these local officers of the Public Schools. She adds one superintending mind to influence County Superintendents, Trustees, and Teachers, to harmonize the efforts they may make in their various spheres of action, and to report to the people, through documents submitted to the Legislature, what has been done each year for the advancement of the children in the Schools. And, thus, lest this Superintendent of Public Instruction should be overwhelmed by his weight of responsibility, she constitutes from her leading men a Board of Education with whom he may always consult upon the vast questions which come before him. But inasmuch as Trustees, County Superintendents, State Superintendent, and the Board of Education, cannot call out at once, or at all, Teachers enough of the true spirit for her present needs, while new demands are made each year as the Schools increase in number and magnitude, the State has finally established an Institution for the instruction and

training of Teachers themselves in the science and art of teaching. This she significantly names a *Normal School*; and here she proposes to form under the best influences and to discipline by all attainable means the professional character of such persons as are willing to devote themselves for years, or for life, to the duty of rightly teaching in the Public Schools. It is established, not for the ultimate benefit of a few, but for the many—not for filling the ranks of the professions already recognised as learned, not for producing skilful engineers or brilliant military officers alone, but to prepare Teachers who can so teach the elements common to all occupations and professions as to fit the youth to choose wisely that which shall best develop his maturing powers, and enable him to make the most of himself as a true man in the State through after years.

Such, in brief, are the arrangements by which the educational interest of the State is fostered and controlled. Newest among them all is the Normal School. But recently established in this Golden Land, and therefore imperfectly known as yet, it is fitting that in an Institute like this we should devote an hour to the idea, the means, and the essential elements which are concerned in its success.

The idea accepted in most civilised States, that the civil power can economize by attending to the children's development, involves not only the establishment of Public Schools, but the necessity of wise instruction in the Schools established; and it should seem that, to a certain extent, the spirit of the instruction to be given therein must be affected by the position which the children may thereafter occupy, the institutions under which they are to live. The nature of educational principles, and of truth in general, indeed, is not sectional—not sectarian; but the wise application of those principles may depend upon the circumstances of national life. The education which the State would properly give to the children in Austria, would not be adapted to the needs of the children in the United States or in Brazil.

In Europe there have been in various nations and for many years institutions designed for training Teachers for their special work, and the influence these Schools have indirectly exerted in maintaining the real life of the people amid the convulsions of war has never been properly estimated. But these can hardly be considered as models for the Normal Schools of our land. Here the children are to become the State; our institutions, our forms of government—assuming, as they do, that the people are the source of all just power, that they are to carry on the government, and not that the civil power should be confided to the few who happen to be born in certain ranks of life—require that intelligence, self-reliance, and virtue should be the characteristics of the citizen. Without instruction specially pointing to the development of the true spirit of manliness, which can appreciate its rights and its duties, the ends of popular government will surely never be secured. If the children grow up with narrow views, if they are led to adopt false principles in their childhood life, if they are taught to live only for themselves, the power residing in the citizen will be fearfully misused. We watch too anxiously in these sad days the messages from the Atlantic side to need an illustration of what faction has been able to accomplish in modern times. Demagogues have heretofore proved the ruin of republics because the people were unable to perceive their own true interests; and without the masses who attend the Public Schools are wisely taught, without the principles of freedom are duly instilled into the young minds, and respect for constitutional law, there is little doubt that our own nation will follow on in the road to political ruin. Their School years determine the destiny of every people.

Various suggestions have been made respecting the importance of Training Schools for Teachers long before the first step was taken for their actual establishment; but in eighteen hundred and thirty-eight, through the munificence of a private gentleman of

Massachusetts, a proposition was made to the Legislature of that State, placing ten thousand dollars as a Fund for the support of such an Institution, upon condition that an equal appropriation should be made by the State for that purpose. The proposition was agreed to. Amid many discouragements the project was perfected, and on the third day of July, eighteen hundred and thirty-nine, the first American Normal School was opened, at Lexington, Massachusetts. The place and the time were fittingly chosen. The place was where the opening battle of the Revolution was fought, when it first became clear that freedom was to be secured for this great land where we dwell, and that henceforth the people were to be trusted with power for evermore. It was fitting that there, also, should first be formally commenced the special preparation of Teachers for the work of teaching humbly and teaching well in the Public Schools of the State which that battle ground had proven worthy to be free. It was a fitting time for the commencement of such a work—the day before the Anniversary of American Independence; shadowing forth, as I sometimes think, with a wisdom greater than the founders of that Normal School designed, the great fact that before a people can hope to be fully free, before they are worthy of the exalted privilege of ruling themselves, they must be taught aright. The Third of July must ever come before the Fourth!

From that day of promise, when the Lexington Normal School was opened, with only three candidates for admission, the cause has continued to advance, and has come now to be honored in many of the States in our land. Without attempting to enumerate all the institutions that have been established, I may say that Massachusetts has now four State Normal Schools, supported at an annual expense of about seventeen thousand dollars. New York has one, whose aggregate pupils have been numbered by the thousand. The State commenced with an appropriation of ten thousand dollars per annum for five years, at the end of which time it was considered no longer an experiment, but a necessary part of the Public School system, and a noble building was erected expressly for its use. From the twenty-nine pupil-Teachers of its opening day in December, eighteen hundred and forty-four, in a gloomy building gratuitously provided by the City of Albany, it has increased in strength to the present time. Last year it had eleven Teachers, only two of whom were ladies, and an average of over two hundred students of both sexes. It had graduated one thousand two hundred and fifty-nine Teachers, and over three thousand six hundred students had been connected with it for a longer or shorter time. It has a library of more than seven thousand volumes, and receives an annual appropriation of twelve thousand dollars. The amount invested for Normal School purposes in New Jersey is about one hundred and twenty thousand dollars, and in the Act establishing the institution the determination was clearly manifested to give its working a fair opportunity for success. I quote the eleventh section:

*And be it enacted, That for the support of the Normal School, and to carry out the purposes and designs of this Act in a manner worthy of the State of New Jersey, there is hereby appropriated the annual sum of ten thousand dollars for five successive years, to be paid out of the Treasury of the State upon the warrant of the Governor.*

This was established in eighteen hundred and fifty-five. It has now seven Teachers and ninety-two pupils. One hundred and fifty graduates have been sent out, and have done good work for the Public Schools throughout the State. Many other States have found it necessary to provide these Training Schools for Teachers. I mention only Illinois, which appropriated one hundred thousand dollars as a permanent fund, and then threw open to competition the selection of a place for its establishment. Various towns responded, offering liberal inducements; among them, Peoria, whose proposal to give fifty thousand dollars in money, and thirty thousand in land and buildings, was only surpassed by Bloomington, which gave over one hundred and three thousand dollars in money, and thirty-eight thousand dollars in lands, etc. The buildings and

grounds thus furnished are unequalled in excellence and adaptation to the purposes of a Normal School, even by those of New Jersey, which have been universally considered worthy of imitation.

A State Normal School is a School established by the State for the express purpose of preparing Teachers for the Public Schools within its borders. It aims to secure for its students the best influences to aid them in imparting instruction, in wisely governing, and in developing aright the physical, intellectual, and moral nature of the children and youth who attend the Public Schools. It proposes to create a body of wise and devoted Teachers, with whom it shall be safe to trust the care and special educational training of the future citizens, that thus the children may become good members of society, as intelligent, self-relying, virtuous men and women. And the State has a right to expect that those who enjoy the advantages she offers here, will accomplish more as Teachers in a given time and with given facilities of acting, than others without the Normal training.

I am thus particular in defining the purpose of a State Normal School, because it is from a mistaken impression of its objects that opposition, or at least coldness, has been sometimes manifested by those who should be among its warmest friends—I mean Teachers already in Public Schools and those in Academies. It has sometimes happened that the very establishment of a Normal School has been regarded as in some sort an intimation from the State to its present Teachers of dissatisfaction with their labors. But the fact is, the Normal School does *not* regard all those who have not been its pupils as “heathen men and publicans.” On the contrary, it should be considered a feature in these institutions, that the graduates are going out to join, to reinforce a brave array of soldiers already in the field; that the objects of the true Teachers already working are those they have been *trained* to recognize as the most worthy; that the veterans are to be strengthened by a well-disciplined company of warriors fresh for the contest, and seeking to perform such deeds as will make their names worthy of enrolment among the tried warriors whose fame is already secured. There may be many stragglers hanging around the great educational army, nondescripts, seeking only the spoils, and careless whether the children under their control shall become noble, and true, and happy, and with these there may be little fellowship from the Normal-drilled recruit; but with the real army of Teachers there should never be a hesitation in striking hands or “falling in.”

Neither does the Normal School conflict with the legitimate work of Academies or Colleges. In fact, until the Public Schools are able to furnish as extended a course of instruction as the Academy, the Normal School is rather an aid to Academies than a rival. If, instead of the hasty elementary instruction received in their anxiety to reach the sciences and the languages, students were able to go from the Public Schools, as they will be under trained Normal Teachers, to the Schools preparatory for College, thoroughly grounded in the elements of knowledge, and able to enter appreciatively upon the work assigned them there, the position of an Academical Instructor would be deprived of half its annoyances; while the number of students would not be decreased, because a proper awakening of mind in the Public Schools would not be satisfied with the attainments the Public Schools are expected by the State to give. The time now spent in distasteful drilling in studies for which the student is wholly unprepared in the Academies could be spent in such work as would richly repay the instructor and the students too, besides allowing the College to devote its wisdom and learning to their appropriate mission upon well-prepared candidates for the learned degrees. Thus the influence of the State Normal School tends directly to advance the cause of sound learning in every sphere of instruction. The interest of the one is seen to be the interest of all others; and the jealousies which sometimes exist between the instructors in public and private systems of Schools are materially lessened, if not entirely abolished.

The Normal School is also directly and deeply interested in the success of Academies and Colleges. From them many of its best students come, consisting of young men and women who have resolved to spend some time in teaching, and who are anxious to acquire professional wisdom without the loss of years in obtaining it by experiment. While their investigations in Natural Science, and Mathematics, and Languages, may have gone far beyond the requirements of Teachers in our Public Schools, these students are conscious of their deficiency in the best methods of imparting elementary instruction, and in the general arrangement and discipline which will secure the best success. To them a year, or even a term, in the professional Training School, is worth more than thrice the time spent elsewhere; and to the children whom they are to teach the value of their Normal training cannot be estimated. It is not always the greatest mathematician who can best explain to a class in the Public Schools the processes of the fundamental rules in arithmetic; and I have known instances in Normal Schools where students, who entered fresh from higher Algebra, Surveying, and the classics, with a proud self-consciousness of their ability as scholars, became quite willing, after a fortnight's training, to re-enter upon the humble work in the class-drill by which the real principles of elementary arithmetic were developed.

This leads me to consider more fully the kind of students that the Normal School seeks for its own. In most cases the law fixes the age below which there can be no admission. In some States, as New York, it is sixteen for females, and eighteen for males. The average age of all the students during the last term was twenty years, and their average of time employed in teaching previous to entering the Normal School was six months. In other States, as New Jersey, the age of sixteen is fixed for both sexes. In California the statute requires females to be at least fifteen, and males eighteen. It is desirable that they should be older than any of these ages, other things being equal. They should be such persons as can be developed into Teachers; and must be sufficiently mature to understand something of a Teacher's responsibilities. In the first classes of the New York State Normal School were persons who had taught ten or twelve years before entering. One young gentleman was thirty-five years old. Another of the best graduates, now occupying a very responsible position in New York, was nearly thirty when he graduated, and had taught with marked success for years before entering. I have frequently heard him speak of the different views he entertained of teaching, and the difference in the methods he adopted in Schools after he had spent three hard-working terms in the State Normal School.

Not only a good degree of maturity is desirable, but good health, and especially good common sense. There should be a sympathy and love for children, and a patient, hopeful, energetic spirit; I need not mention the absolute necessity of good moral character in the pupil-Teacher; nor need I do more than suggest a willingness to be taught, and to conform to all the regulations of the Institution, as these are universally implied in the candidates for admission.

The State Normal School does not claim the power of making true Teachers from all. Its idea of the true Teacher and his motives is such that many must be excluded from becoming candidates for the exalted office. It appeals to the earnest hearted only. He who would become the richest of his fellow men may not enter the Normal Hall, for they offer little scope for his efforts. The way to wealth does not lie through the Principalship of our Public Schools. Neither does the Normal School appeal to those desiring political honors. The honor it seeks is beyond all schemings of mere politicians. It seeks to place such motives before its pupils as will develop in them an ambition less showy, indeed, but which it is less difficult to cherish with a clear conscience and a warm heart.

In many of the Eastern Normal Schools, as in New York, the candidates for admission are required to sign a declaration of their "intention to devote themselves to teaching in the Public Schools of the State, and that their sole object in resorting to the

Institution is the better to prepare themselves for that important duty." In some States, as in New Jersey, the declaration says that it is their "intention to engage in the employment of teaching in the Public Schools of the State for at least two years; and that their object in resorting to the School is the better to qualify themselves for that responsible duty." The declaration also binds the candidate to report semi-annually, in writing, during the specified period of two years, to the Principal. The declaration to be signed in California expresses the "intention to engage permanently in teaching in the Public Schools of the State," and that the object is as in the other States. It further pledges the pupil to "remain in the School at least one term, and to observe faithfully its regulations."

The propriety of some declaration of this nature is unquestionable. If properly understood, the pledge to teach can never keep away proper candidates for admission, while it will generally indicate to improper candidates that they are not wanted. But the Normal School does not bind all its pupils to teach in the Public Schools forever. To attempt this would be absurd. Such an obligation would consign all those noble women in the Commonwealth who should participate in the advantages of Normal instruction to a state of perpetual single blessedness—a condition which I think the most strenuous advocate of Normal Schools would dislike to require. Some pupils who enter will prove unadapted for the profession, either by reason of natural disqualification, or by acquired habits too strong to be materially modified in the few terms of the Normal course. Of these, those who teach at all will fail of the highest success, however greatly assisted by Normal instruction. Those who do not teach are able to make the discovery of their unfitness for teaching, and are thus saved the mortification of actual failure, while the Public Schools are saved the time which would have been lost in the attempt. There are other pupils who will prove admirable Teachers, but for whom it may become duty to enter upon other avocations after teaching for a few years. To bind these to any one employment for life in order to render them fit candidates for three or four terms instruction at the Normal School would be a loss to the State, for they ought not to make such a pledge, and must therefore remain without the Normal culture. The hope respecting all who enter the School must be that such influences can be exerted during their connection therewith that they will keep on in the Teacher's work, not from dread of violating some antecedent pledge, but from choice. The Normal School would prove a most judicious investment for the State, even if it were morally certain that not one graduate would teach more than two years. The increased value of the Public Schools and the stimulus given to the neighboring Schools by the presence of an enthusiastic, well trained Teacher for two years, would be ample return for the expense of his training.

The facts in regard to Normal graduates establish the assertion that the very great majority continue for many years in the chosen work, either directly as Teachers, or as School officers, who know what the Schools should be, and can tell how to make them so. And, whether graduates or not, those who have been connected more than one term with a properly organized Normal School, will be greatly influenced for good in their after-teaching; and, if they do eventually change their business, are almost invariably found to be intelligent and active advocates of right systems of education wherever they live, and probably exert an influence in this way that could not otherwise be obtained. The influence of any Normal School can never be justly estimated by reference only to its list of graduates.

Some who have graduated will not succeed; and many do succeed, to whom, it is evident, success would not have come without the specific training they have received. Others go forth who would have succeeded without the Normal training, but to whom success would have come at the end of years, after unmeasured annoyance and loss of energy upon experiments, as well as great loss of material in the Schools where they taught. There are noble Teachers in this State—let me hope they are numbered



by the hundred—who are fitted to-day to teach in Normal Schools, without having ever seen one in active operation; but their skill is either the result of instruction on Normal principles, or, more likely, the result of many years patient toil in the practical duties of the profession. And, even after twenty years of School room work, there are many Teachers who would find a new world opening before them could they spend three months in a thoroughly organized State Normal School. If the professional wisdom attained by ten years experience can be secured in the few terms of a Normal course, how much is gained to the individual Teacher and to the State for which he labors, by filling up the remainder of the ten years in true teaching? That the Normal course can effect this has been demonstrated in almost numberless instances.

The degree of cultivation to be accepted as the minimum to secure a seat as a Normal student, has been placed, in most States, for the present, at a point within the reach of any pupils of our Public Schools. It would be desirable to have a high standard, on many accounts; but with the present need of Teachers, I do not think we should refuse those who come because they do not happen to be fully prepared to appreciate at once the strictly professional character of the institution. If the spirit and material are right, the candidates should be welcomed whenever they are able to approximate to the standard which would be really desirable in other circumstances. As the Public Schools increase in excellence the applicants here will have less labor to perform in the elements of knowledge; but at present, in all Normal Schools, much time is necessarily spent in laying the groundwork over again. A Teacher who is fit for a position in the Normal School will not measure its success by the number of students who may be ready for the study of Mental Philosophy; but rather by the number and the spirit of those who are working heartily in the elements required for actual instruction in their future positions. There have been good useful Teachers who knew little of books, beyond these Public School texts, when they first commenced their School-room duties; knowing these well, who cannot hope to know all things else?

The New York regulation insists upon "a satisfactory examination in Reading, Spelling, the Geography of the Western Continent, Intellectual Arithmetic, (equal to one half the ordinary treatises,) Written Arithmetic, (through interest,) and so much of English Grammar as to be able to analyze and parse any ordinary prose sentence." Of two hundred and twenty-five candidates examined last year, one hundred and ninety were admitted. The New Jersey candidate must be "in sound bodily health, and able to sustain a good examination in Orthography, Reading, Arithmetic, Geography, and English Grammar." In California the regulation requires a satisfactory examination in "Reading, Spelling, Writing, elements of English Grammar, Local and Descriptive Geography, and Arithmetic through compound numbers, common and decimal fractions."

It is generally found expedient to pass in review all the elementary branches; yet candidates should be admitted to any class for which they are thoroughly fitted. Sometimes one term is sufficient to secure the diploma. More commonly two or three are required, and where only the minimum degree of cultivation has been attained, four terms, or two years, would be none too long for a proper course of study. In the New Jersey State Normal School none were allowed to graduate until the close of the third School year; but those who went out then were prepared for their work in no doubtful way, and since each term has had some graduates. I do not think that anything is gained, either for the students or for the School, by sending hurriedly away as graduates any whose ambition to be useful has led them to forget the need of careful, protracted preparation for success.

In considering the course of study which should be pursued in a State Normal School, the special object of the State in its establishment is never to be lost sight of. It is manifestly impossible to pursue all the studies here which go to make up a com-

plete education. In the Public Schools of the State it is not necessary for Teachers to be masters of Latin, and Greek, and Sanscrit; neither may we justly require them to understand the mysteries of the chemist's laboratory, nor the details of civil engineering. In the Normal School we must aim to make good scholars—we may not hope to make great ones.

I think the tendency is rather to demand too much than too little. There is so much of which the Teacher should have some knowledge in order to teach a little well, that we are apt to place in the Training School for Teachers more than can be thoroughly accomplished in the few terms which students can attend.

The imperfect preparation of most candidates in good reading, and in the facility of properly placing thoughts upon paper, demands especial attention to Reading and Composition; while success in these departments implies a thorough knowledge of Phonetic sounds, Orthography, Grammatical analysis, and the elementary principles of Rhetoric.

The mathematical training demands a thorough review of Mental and Written Arithmetic, to fit the pupil-Teacher for these very important Public School studies; and before he can fairly be considered competent to teach Arithmetic, he must become thoroughly acquainted with the elements of Algebra, and at least somewhat familiar with Geometry and Plane Trigonometry. His skill is not to be measured by the facility with which he can solve complicated questions, involving arithmetical puzzles and mathematical abstractions, but rather by his application of elementary principles to ordinary transactions, and his methods of imparting instruction to the classes in actual recitation.

As all the youth of the State should know how to keep an account of their business affairs, it is important that their Teachers be able to instruct in the general principles of Book-Keeping, which must therefore have its place in the Normal School. I consider this of much greater utility than Natural Philosophy and Chemistry, if one must be omitted; because upon system in private affairs of business among the masses of citizens, whose only regular education is obtained in Public Schools, the prosperity of the community must always so largely depend.

In Natural Science, the pupil-Teacher should feel some acquaintance with Physiology as absolutely indispensable. The health of his charge in the Public School, and of himself while engaged in the confining and nerve trying duties of the Teacher, is greatly dependent upon what he may know of the laws of the body in their influence upon position, exercise, and habits. It is very desirable that the ordinary facts and principles in Natural Philosophy and Chemistry should be mastered, because they open so large a field for amusement, and awakening intellect among the children who might otherwise pass along through life almost ignorant of the relations of the matter around them, when a few words weekly in their schooldays would bring many minds into immediate and healthful contact with Nature.

Apparatus would be indispensable in the Normal School, if these branches are expected to be of material service to the graduates in their after-teachings; and this apparatus should be sufficiently extended for illustrating well what has been done in the world by proper helps, and so that the students may have some standard by which to be guided in their more humble attempts to diffuse a knowledge of science among the people. In Natural Philosophy, especially, I would have the principles fully illustrated in the various departments. I may mention here that in the Normal Schools of New York and New Jersey the sewing machine is regarded as worthy of a prominent place in the list of apparatus; and every lady graduate is expected to be able not only to operate it, but to explain in detail the principles involved in its construction. At the same time that in the Institution for Teachers a complete apparatus belongs of right, there should be such suggestions made in regard to simple ways of arranging for little experiments with such means as every district affords, as will make

Natural Philosophy and Chemistry not merely great and beautiful sciences for the mind to bow before, but also helps in instructing youth and developing aright their observing powers. The reason why these studies have secured so little attention, and why, where attention has been given, it has borne so little fruit in Public Schools, is simply that most Teachers have felt that the principles could not be illustrated at all without such expense as to be entirely beyond their reach. One object in having them taught in the Normal School would be accomplished by correcting this impression.

In this State, especially, some knowledge of Geology should be given in the Training School for Teachers. In no way could a few simple lectures by the State Geologist produce so extended results as by being delivered before each graduating class of the State Normal School.

The judicious study of History will naturally involve as much of Descriptive Geography as to render the latter as a distinct study unnecessary for the Normal School. Occasional exercises, illustrating the methods of interesting classes of children in the study will answer the purposes otherwise attained by formal and regular lessons, or in Grammar and Arithmetic; but Physical Geography should have a well recognized place in the Normal course.

Full exercise in Map Drawing will always be given in connection with Descriptive Geography. Special attention must be devoted to Penmanship as a very important department of Public School culture; and the faculty of *form* will be further cultivated by lessons in Elementary Drawing, without some knowledge of which the Teacher will often be greatly at a loss for power to give his pupils just ideas of the subject before them.

As the Teacher in our Public Schools has for his special mission the development of mind, the State Normal School must treat with great attention the nature of the subject itself. To leave Mental Philosophy from our list of studies would be almost sinful; yet to master the multitudinous speculations and theories of the metaphysicians would leave little time for the portions of the course upon which there is no dispute. It is sad to think of the proportion of Teachers in Public and Private Schools who know nothing more of Mental Philosophy than that there have been books written thereupon. Through all the Normal course, as I think, such constant reference should be had in the teachings to the real principles and laws of thought that the formal study of the text in the Senior term shall seem less a new thing than a summing up in review of what has been informally learned before. Our Normal graduate should certainly have mastered some good work upon this subject; but its chief benefit will be perceived after the simple treatise is completed, and he has gone out among his pupils knowing *what else* to study and *how* on this theme. And while the principles of the mind are being discussed, the moral bearing of actions and thoughts should also become a study. The children of the State are to become not only proficient in knowledge, but in virtue also, before their citizenship is to be approved. The elements of Moral Science, therefore, are to be considered in the State Normal School.

In addition to these studies of a general nature in the course, I add as indispensable professional works to be pursued as texts, Page's "Theory and Practice of Teaching," portions of Holbrook's "Normal," and one or more of the leading works on "Object Teaching."

A general knowledge of English literature—which will necessarily be very general; a thorough acquaintance with the principles of School organization and School discipline; School architecture; the School Law; and the leading features of the School systems in other States, should be given in lectures, aside from the ordinary catalogue course of studies. Educational Biography and the standard works on Teaching should be continually within reach of the student-Teacher; and his ambition is to be aroused by considering well the results that are to be accomplished by following illustrious ex-

amples of the wise and the good Teachers of all past time. Through all the studies, and in all the exercises, the professional work of teaching is constantly to be kept in view, and every influence possible must be brought to bear to arouse the proper spirit in those who are called to go out as Model Teachers from the State Normal School.

Over all the exercises of the Institution, too, I would have Vocal Music throw its cheerful, restful, enlivening influence. In many an hour of the Public Schools in our State a pleasant song would serve to dispel the gathering clouds, and the young heart will often receive impressions thus to which, in the active life of after years, the memory will turn in gratitude and love.

The course of studies, thus far, has not included Calisthenics, which ought by no means to be omitted. Instruction in this branch will be necessary to the health of the pupil-Teachers, and might almost as well be unmentioned, perhaps, as food or light. In the Public Schools in the country, it is true, there may be little need of introducing Calisthenic exercises universally, and it may be impracticable to introduce them at all in certain places; but the Teacher will be a better Teacher by the knowledge and the practice of Calisthenics in the Normal School.

The course is crowned by actual practice of the pupil-Teacher in the Model School, under the supervision of the permanent Teachers there—of which I shall speak more at large—and by occasional visits to neighboring Schools under the direction of the Normal Principal, or otherwise, as circumstances may require.

The work I have thus indicated would employ all the time of three Teachers in order to give more than the mere elements, and yet it would be easier to point out where an enlargement is desirable than to strike out any part of this course. The Principal ought not to be confined to classes of his own during all the hours, but should be at liberty to assist and direct in all departments, aside from two or three recitations each day, and to attend to the general business of the School. In New York, it will be remembered, there are eleven Teachers, and in New Jersey seven, permanently connected with the Faculty; and all practical Teachers who hear me will admit that in such an Institution nearly as many Teachers are really required for seventy-five students as for two hundred, since the number of classes will be nearly the same; but, notwithstanding this fact, I think a Principal, Vice-Principal, and two Assistants, could accomplish the most of the course I have marked out, in three terms, of five months each, though it would be better to have four terms for it. Perhaps three Teachers would be able to perform the labor, but I am convinced that the State is not a gainer by limiting the number of Teachers to so few as to wear them out in labor before their time. It is sufficiently difficult to get the right spirit for the Normal Faculty at all, without adding the death penalty for those who shall accept the trust. When the lamented Page left Boston to assume the Principalship at Albany, Horace Mann bade him "Good bye," with the words, "Succeed or die." Page did both! The State of California has more at stake in this matter than that other State to whose statute I have already referred to as giving an appropriation likely to carry out the Normal design "in a manner worthy of the State of New Jersey." There the Schools were mostly dead and buried; the Normal School was the trumpet the Legislature used to secure their resurrection. But in this young State, the Schools are young, and there is hope that their life may be eternal. It is easier to save the living than to raise the dead.

The following arrangement of studies will place in one view the ground examined by three Teachers, upon the supposition that three terms comprise the course. If four terms can be given for the same work by the pupils, the result would be much more certain, in the greater amount of principles mastered, and the more complete professional discipline attained:

*Senior*—Rhetoric; School Laws; Holbrook's Normal; Object Teaching; Mental and Moral Science; Plane Trigonometry; Review of Algebra and Arithmetic.

*Middle*—Natural Philosophy; Chemistry; Geometry (six books); Algebra (through Quadratics); Wells' Graded Schools; Physical Geography; Review of Grammar.

*Junior*—Mental and Written Arithmetic; Book-Keeping; Physiology; History (with Descriptive Geography); Theory and Practice of Teaching; Grammar.

*General*—Reading; Spelling; Composition; Penmanship; Vocal Music; Drawing; Calisthenics.

*Occasional*—Educational Biography; Model School.

*Lectures*—Geology; English Literature; School Architecture; School Details and Habits; History and Science of Education.

It will be observed that I have placed in the first term Page's Theory and Practice of Teaching. I would make that the first work in the course, and one through which every student should go, even if he entered the Senior Class. I know of none so well adapted to promote the professional spirit as this. I would also have Arithmetic reviewed in the Senior term for a few weeks, because it is important to have the elementary spirit awake when the young graduate goes out to his chosen sphere of labor.

With two Teachers, (one beside the Principal,) the time given to class exercises must be shortened, the subjects pursued will be less definitely accomplished, the professional work will be generally less complete, and some of the studies, as Trigonometry and Chemistry for example, must be omitted.

With only one Teacher, there can hardly be what we may call a well organized State Normal School. There could be few lectures, and the amount of work would be so large in proportion to the time he can give, that little beside the ordinary Grammar School studies can be thoroughly managed. All the students might be pursuing the same professional text, as Theory and Practice, or Graded Schools, and Book-Keeping must be hinted at rather than taught. Algebra and the Elements of Mental Science are also indispensable. It is better, however, to aim at few things, and to have the few so learned that the pupil-Teachers will feel the importance of going on themselves; and will know how to work in their self-studies after going out from the Normal hall.

The Normal student must be able to tell clearly what he knows, and the acquisition of this power, with that of perpetual self-control, must be his first aim. The Teachers who have succeeded in these two objects, will be almost sure to succeed in all their professional work. Whenever in the course omissions must occur, I would have them in what are called the higher branches rather than the lower. As I have before said, the object of Normal Schools is not to make great scholars, but good ones; not to take the pupil-Teacher through all that is rich, and noble, and true, but to have him appreciate to the fullest extent, and able to make the children in the Schools appreciate so much of the rich, and noble, and true, as may be opened to their view.

The tuition and use of text books for the students in a State Normal School should be free. The State provides tuition not as a matter of benevolence, but to promote its own interest by securing properly trained Teachers in its Public Schools, and it is, therefore, bound to provide every facility for those who are willing to give their time to a due preparation for this work. In some of the Eastern Normal Schools the text books are cheerfully furnished by their publishers free of charge, and there is little doubt that here the Library of the Institution can be supplied on the same terms. While it is eminently fitting that a uniform series of texts be prescribed for use in the Public Schools, in the Normal School a large discretion should be left the Principal in their selection, for here, if anywhere, it may be expected that improvements in books can be tested, and reports of their success or failure in important particulars will insure a proper choice for the Public Schools whenever the State Board of Education see fit to add to or to change in any manner the texts of a given period. At the same time it

will be readily admitted that the special books to be taught after graduation must be in some sense the standard here.

The building occupied by the State Normal School has usually, perhaps, been provided by the citizens of the place where it is located. Its rooms should furnish an example for convenience, utility, and beauty, which might be safely followed throughout the Public Schools of the State. It would be a sad commentary on the plans for School buildings that the Normal pupils should be required to examine simply to point to the accommodations which have served, in some instances, the temporary purposes of the first year. An appropriation equal to that made for merely transporting convicts to the State Prison of this State for the current year, would go far towards erecting a modest structure which would meet the chief necessities of the California Normal School for years to come. Of the comparative value of the investments, considered as extending through a series of years, for the State, I need hardly express my own opinion before this audience.

The general methods adopted in the class exercises of a State Normal School should keep in view not only the thorough acquisition of knowledge by the student, but also the development of all his teaching ability, or the fullest facility of imparting his knowledge as a Teacher. There may therefore be a greater latitude in variety of method than would be safe in Grammar Schools or in Academies; and the character of the pupils is such as to make great freedom of thought and expression desirable. The Teacher before the class is an elder brother, and is specially prepared to give each exercise such treatment as shall aid the most in the days to come for the young Teachers before him. The subject, as well as the particular text book, is sought to be mastered.

In mathematics, for example, it is not enough that the work of the student evinces familiarity with the principles involved, but great accuracy of statement, and perfect accuracy of work, should be invariably required. A mistake in addition, or in any of the fundamental rules, is to be ranked as a grave failure. Principles are not only to be comprehended, but correctly applied; the natural connection of the various processes should be pointed out in detail, and even the manner of placing the work upon the board must be attended to strictly. The pupils in some Schools we have seen have a habit of throwing their figures over the board in such a way as to make it extremely difficult to trace the various operations, and almost impossible to detect errors in any reasonable time. In Normal instruction these things must not be so.

Illustrations of defective teaching may be occasionally given to call out the critical powers of the class in judging wherein the defect consists, and why it is defective at all. The various excellencies of different methods in teaching special subjects should be considered, and the opinion of the presiding Teacher may always be fairly sought in regard to them.

It is best to have few questions from the Instructor during the regular recitation. The pupil-Teacher must understand the lesson so thoroughly that when the topic of recitation is named he may enter upon it without the aid of suggestive words in the class. His position should always be erect while speaking; and, for the time being, he is to use language correct and full, in such a manner as to have every sentence complete in itself, needing no understood question, or understood explanation to be supplied by the hearer. The recitation in the Normal class should be such that if a stenographer were at hand, putting down the words, his report would need no revision. Explanations by the Instructor should not take the place of recitation by the student, and be passed to the student's credit. Sometimes a question may be asked in aid, but the rule should be understood that at that hour the student is to go on and tell precisely what he knows. I place the more stress upon this point because in some Public Schools and Academies half the recitation time is occupied in asking questions, when the pupils should be using it all in giving the result of their study. If the student cannot go on without questioning, in most studies, it is a sign that he has not

done his work thoroughly ; and in the Normal School these signs must not be frequent. If the reciter hesitates, he must take the consequences of hesitation, and not be furnished a bridge, in some question from the Teacher, by which he may escape with honor. If the hesitation be protracted, the theme may be assigned to another, unless the Teacher be convinced the student has done his full duty in preparation, when, sometimes, it may be expedient to acknowledge the fact before passing the topic to the next ; or, possibly, in certain circumstances, to call the delinquent's attention to some principle already established which will solve his difficulty. If the student forgets " what comes next," as students sometimes do, let him pass to what he does remember, rather than wait until the prompting comes. After the exercise is finished, the Teacher can wisely ask questions that shall be pointed expressly to matters omitted or superficially considered in the strict recitation of the class ; until then, questions are useless.

This independence in recitations I regard as of great importance. Unless it be attained to at least a considerable degree, the Normal School is apt to degenerate into a mere drilling room, having most of the defects and not all the excellencies of a boys' and girls' class in the Intermediate Public Schools, and turning out Teachers who are easily embarrassed when they come to their own teaching, because of their inability to express well that of which they are conscious they possess some knowledge. We need not be disappointed to find in lower Schools some inaccuracies now and then ; but in the Normal School we have a right to expect training worthy of men and women who are hereafter to rank in the world as equal to their fellow beings in all that is worthy of respect and human confidence.

The criticisms of the pupils must all be made in a friendly spirit. No belittling of the efforts they have made should ever be indulged. A pupil-Teacher may often have worked nobly and long over a matter which seems perfectly clear to the experienced Teacher. His impulse would be to say, when he perceived the pupil's inability, " That is not difficult ; I am surprised that you have not succeeded." It may be easy after it is understood, but it is not necessarily easy until it is understood. I think it should be assumed, especially in a Normal School, that honest effort has been given to the task ; and where failure has resulted, that it was not caused by a disposition to avoid work, or to be easily discouraged. The character of this Institution at least requires this assumption, whatever may be the truth of the assumption in most other Schools. If in some instances it becomes evident that the student is dishonest, and willing to avoid his duty, I do not think that a reformation will be effected by enlarging upon the ease with which the asserted obstacle may be overcome. Rather make the difficulties quite as great as they are, that so it shall seem worthy of intense effort to conquer them. If the sense of duty and the motives of ambition cannot produce the desired result when duly and wisely dwelt upon, the absence of the student from the Normal band will not seriously impair its real strength, for it may be concluded the candidate has not the qualities which are indispensable in every good Teacher.

In looking back over my own teaching days, I am convinced that I did not always sufficiently control the impulse to look with impatience upon the unsettled spirits which found difficulty in lessons that seemed to me clear as the noonday. As the days of childhood and of student life recede, it is not an uncommon thing even for the best of Teachers—not to make it general by saying, for even the best of men outside of the profession—to lose the memory of the obstacles which then seemed great, and the sorrows, now so small, which then seemed overwhelming. There are worse things in maturity than a want of sympathy from those around us, and a want of due regard for our wishes ; we have learned to do without them ; but the child in School and the pupil-Teachers have not learned and ought not to be taught by hard experience to do without the confidence and sympathy of their Teachers then.

In a regular class exercise the object is not so much to go through some mysteriously

perfect exercise, unheard of before by good Teachers, as to make the student-Teacher familiar with what good Teachers do. Hence visitors have sometimes been present at Normal Schools for an hour, and seeing only what they have practiced in the particular subject, it may be for years, are led to suppose the institution is not materially different from others. But would a Law or Medical School be proven useless in the rational opinion of the practicing Lawyer or Physician because, when he spends an hour there, he hears what he is familiar with in his daily life? I think that the more a visitor, who is a practical and experienced Teacher, observes in a properly conducted Normal School which is similar to his own practice, the better for him and for the institution. If there is material difference in manner and detail from his own, the visitor may do well carefully to re-examine his own method, and see if it may not be susceptible of real improvements in some respects which he has not hitherto suspected.

It is true that Normal Schools have sometimes failed. The reasons are various, but chief among them has been the failure of the State to provide the means for a fair trial. In no State where a determination has been manifested by the Legislature at the outset that the School *shall* live five years has it ceased at the end of that time.

Teachers fit for the position of Instructors in a State Normal School are not usually so situated that they can afford to resign a humble place where they are already established, and which is permanent, for a situation in which even so much greater good can be accomplished, if that situation may be taken away before they have been fairly tried.

In some States failure has been caused by an attempt to engraft the State Normal School on some College or other professional School. So peculiar are the objects of this Institution that there can never be a full attainment of all its advantages when influences tending to draw away attention from the precise work are so strongly felt as in College, or among students whose highest ambition is to excel in Law, or Theology, or Medicine. It may be said the pupil-Teachers should have strength of character to resist outward influences that interfere with their special pursuit; but even Normal pupils are very human, and coming into contact with others of different objects daily, they are very apt to wander away from the Teacher's aims. Let the strongest condemner of this result, however pure his ambition and lofty his purpose to do good to his fellow men, devote five months to association among the business operators of Montgomery street, and see if at their end he is not conscious of a change in *his* ambition and a falling off in *his* purposes. If he do not resist the temptations he meets, he will have little right to blame the young pupil-Teacher who is led away from his newly formed purposes by association with other students in connection with the same University, but in some other professional training. If he do resist the temptation, his struggle will leave him but little disposed to blame others who have fallen in the conflict which had so nearly overcome *his* manly strength.

The success of the Normal School, I need hardly say, however affected by the external surroundings, must mainly depend upon the Principal and his powers. Few places are so difficult to fill wisely as his. You shall find fifty men well enough fitted for a Governor or a President, for every one who is in all respects adapted for the principalship of a State Normal School. Nature makes few men who can come up to all the requirements of the position; and those whom she does make do not usually grow old. David P. Page, the first Principal of the New York State Normal School, was not thirty-eight years old when he passed away to the better land. That *he* has lived demonstrates the fact that Nature sometimes does make the needed man!

But let us not demand the unattainable. There are many true men, perhaps too modest to confess their own goodness, in the Teacher's profession now, whose labors in the Normal School would prove invaluable to the State for all coming time. Let us consider briefly the characteristics required.

He should be what has sometimes been called "a live Teacher." He should be



acquainted with what the times are doing, and with what educational men are accomplishing in the profession. He should be without special hobbies, and willing to receive the new that is good, without casting carelessly away the old that has been successful. He should have faith in God, the people, and the children. He must have a large fund of common sense; and he must have an abiding, earnest sympathy, with the Public School. He must be familiar with teaching in its principles and its practice. While it is of no detriment, but rather a benefit, to have taught a portion of his professional life in other than Public Schools—as Academies or Colleges—yet his first love should be for the “People’s Colleges,” and his first desire for their welfare and elevation. Familiar with the best methods of organization and discipline, he should be willing to wait without discouragement for the seed he may sow in Teachers’ hearts to spring up and bear fruit, slowly, if need be, among the children and youth of the State. He should have energy and will. Meeting opposition calmly, he should put it down manfully. To personal insult he may be exposed, and that he can patiently live down; but the true systems of instruction he should be willing and able to defend whenever and wherever attacked. He must be able to secure the respect and love of the pupil-Teachers, and must have a conscientious sense of his deep responsibilities as leader and trainer of the Normal hosts. He must be a prudent General, but his heart must be warm in the cause; and he must be able to use that influence, nameless indeed, but powerful among the impressible minds of his charge, by which their ambition and their efforts shall be duly aroused and directed as Teachers in the Public Schools. Details should not disgust him, for the Teacher’s success depends upon details. He need not necessarily be learned in all the wisdom of the ages, but that which he is to teach, and which should be taught in the Institution, let him know to the smallest fraction. Let him be thoroughly honest. Examinations in Schools have not always been so conducted as to show the truth; let him have no skeleton to be concealed in his closet—no shabby work in his classes to be covered over upon the examination day. He must not pretend to possess universal knowledge; and if his pupil-Teachers do not *know* of what they speak, let him teach it is more manly to confess ignorance than to lie by subterfuges, or by words, whose purpose is to conceal their ignorance. He will make mistakes sometimes in judgment, as do all men sometimes; but through them all his manliness will be apparent; and manliness is better than even success here in this world—not to speak largely of the world that is to come. Patient, persevering, using the right word at the right time, loving his work, and believing in its fundamental importance to the future of the State, not proud, not hasty in speech, but gentle and a *gentleman* in the full sense of that much-abused word, he must go on from week to week, from term to term, until his earthly task is done.

The Principal’s labor is not accomplished in the class-room. His influence goes beyond. He has to establish a confidence and a sympathy in the pupil-Teacher outside of the Lecture-room. He must study their character, and use the influences adapted to fit them, in the high sense of fitness, for their work. His words of counsel must so come as not to sound merely like official preaching, but as drawn forth by personal interest. And this cannot be successfully counterfeited. He must have the Teacher’s power of love, and be swift to a knowledge wisely the good traits; and as wise to show how and why the less desirable traits of character should be changed. His patience must not degenerate into tameness and cowardice; and his will must not, under any provocation, become the exercise of lawless strength.

With all these qualifications, he will not be able to develop every candidate who may be sent to the Normal School into a Teacher who shall be a model of success in after life. Nature has something to do in this matter of teaching; and where she has failed to do her part, no degree of artist skill in pupil-training can produce the desired result. The sculptor must have his marble before the perfect statue can appear; and in the care of our Normal Principal there must be a living soul. But every one who

can become a Teacher at all will be immeasurably helped by his influence; and those who cannot, can be kindly told of their inability, and saved the disgrace and loss which would have followed their attempted labors in the Public Schools.

Nor is the Principal's task completed when the graduates of a given term have received their parchments. He should be a welcome guest among his brethren of the profession, whose sympathy with his work can be manifested in numberless ways. In vacations, when other men rest from all labor, he should, whenever possible, spend much time in obtaining his rest by change of toil. At the County Institutes his influence should be felt whenever he can attend in vacation; and even in term-time, if he has assistance enough in the School, he should be willing to go out for a lecture or a lesson where Teachers are to be aided and the School made known. He should visit the Public Schools in these vacations, with one or more of his own pupil-Teachers, if that may be, and give a cheering word to faithful Teachers in retired country districts, where it is likely no word of cheer would otherwise be heard. If men in Private Schools, where their pecuniary interest are concerned in the number of pupils that may be obtained, can find energy to travel out and electioneer for pupils, the Normal Principal has surely a right to go out and work for the State, to counsel with the people and suggest to the waiting youth, who need only a word of invitation, the advantages of the State Normal School for those who wish to teach for two or three years, if not for life.

Mr. Page went out, in his first summer vacation, through the central part of New York attending Institutes: the Normal Board making an appropriation especially for his expenses; and after that his vacations were usually spent in different portions of the State in this missionary work. The State Superintendent used to say he "could tell where Mr. Page had spent his vacations by looking over the catalogue of the State Normal School for the following term," because his tours were always followed by new students seeking the Institution where Teachers were trained for their work. Without these indefatigable labors upon the part of some one—and the Principal is always the best one—it is doubtful whether in most States a Normal School can become sufficiently known to command the attendance of half the persons who need and who would be willing, if they knew of them, to secure its advantages.

I have mentioned New York as an instance where energetic work commanded success. In New Jersey success was secured by similar exertion. The Principal arranged the inside workings well, and then began the outside work with a will. People began to wake up; and pupil-Teachers came, poorly prepared, it is true, but still those who could become noble Teachers by patient perseverance in their training. None were rejected; and the work was continued by faithful assistants and by unwearying toil outside, until to-day New Jersey stands at the head of the States in this great matter of Normal School instruction.

The Assistant Teachers should be of like spirit with the Principal—willing to work, and to modify their peculiar methods, if a greater harmony of action would thereby result for the more complete success of the Institution. They should be to the Principal a repetition of the Aaron and Hur who stayed the hands of Moses through the weary battle day; and if they are, the victory will as surely come as in the olden time it came to them.

Intimately connected with a State Normal School, and as I think an essential part of it, is the Model (or Experimental) School, or School for Practice. This is, in effect, a Public School properly organized, and includes pupils in all stages of advancement, from the alphabet to the higher branches of an ordinary English education. Under the superintendence of skilful permanent instructors and the general supervision of the Normal Principal, the pupil-Teacher has here the opportunity to see the principles and spirit of his theory tested and illustrated, and not only to observe their application in the hands of others, but to apply them himself; thus learning by precept, by

experience, and by the friendly criticism of the Teachers, how to conduct when he comes to assume alone the responsibilities of the profession.

In Illinois, the Model Department contains over one hundred and fifty pupils, under two permanent Teachers, and is graded throughout so that the Normal students have constantly before them all classes, from the primary to the highest in the High School. In Connecticut, the First School District in the town where the Normal School is located, by vote placed the Public School in charge of the Institution. Here more than five hundred pupils are graded, and taught under the general superintendence of two or three permanent Teachers, beside the Normal Principal, and the teaching is chiefly by the Normal classes.

I well remember the two weeks I spent in the Experimental Department of the New York State Normal School during my Senior term. There were about eighty children, classed in about four divisions. The pupil-Teachers spent one week in the School, which was in convenient rooms of the Normal building, observing the methods pursued by their predecessors, and learning the plan and order of exercises. On the second week they became the responsible Teachers themselves, while a new set of four was occupied in observing. It fell to my lot to have charge of the large room, occupying the Principal's place, and responsible for the regularity of classes as well as the general conduct of affairs. Sometimes the Principal would be absent for an hour or two in the other class rooms, and, again, he would sit at his desk, apparently occupied in writing or showing visitors what was going on. Yet I knew that all the time of his apparent inattention, a careful, friendly eye was upon me. After the exercises of the day were over, sometimes a word was privately spoken of encouragement or counsel, and sometimes the eight pupil-Teachers would be together, for the purpose of listening to informal suggestions from him in regard to the minutia of the various teachings he had seen, or in regard to the best ways of getting at the minds of our pupils in recitation. At least once during our week of work we were to give a general exercise, embracing the principle of what has since made so much noise in the educational world as Object Teaching. It was usually about ten minutes long, and was more or less interesting, according to the Teacher himself; but I remember it was always looked forward to by the children as "a good time coming."

Probably, in addition to such independent and responsible teaching for a week or two, it would be well to adopt the system pursued in some other Model Schools where the pupil-Teacher is given one class to consider his own for the term or the half term, and which he can attend to without interference with his regular duties in the Normal School itself. This class exercise might sometimes be conducted before the assembled pupil-Teachers; after which such comments as they choose should be made, with the reasons in all cases fully mentioned.

The pupils in the Model School become quick judges of character; and while their course is pursued under the disadvantage of frequent change of Teachers, their progress is usually such that a seat in the Model School is eagerly sought whenever a vacancy occurs. In the New York School, at one time nearly half the seats were free for fatherless children in the city, while others were charged twenty dollars per year to sustain expenses. Afterwards, tuition was charged for all, and even then I remember one session when ten vacancies occurred, there were one hundred applications to fill them. Some years, from one thousand to fifteen hundred dollars accrue, beyond expenses for permanent Teachers, etc., which sum was added to the fund for the support of the Normal School. I am of the opinion that it is better, on the whole, to have a charge for tuition made, than to place the Model School on the basis of a regular Public Free School as forming a part of the city system of Free Schools.

I regard the Model School as important in other respects. Many applications for Teachers always come to the Principal of the Normal School; and he is here furnished with the means of judging wisely which of the pupil-Teachers is best adapted to fill a

particular place. Sometimes one Teacher will fail where another, no better, will succeed, because of some individual trait possessed by the one which is not by the other. We should not expect—we should not desire—to have all Normal graduates alike. The Normal School is not a mill for grinding out Teachers; it is not a machine turning out pieces just so many feet long by so many broad, each of which will fit equally well in a given place. It applies the same general principles in the science of education to all, and adds to these attention to the peculiarities of each pupil-Teacher. It does not aim to make all Teachers alike, but it aims to make all good Teachers. Without the tests of the Model School, the Principal may often send a good Teacher to the wrong place; but here he judges of each practically, and is able to appoint wisely where he appoints at all.

Another excellent purpose subserved by the Model School may be in the application there of old principles in new ways. In the Public Schools, strictly so called, the Teachers have little opportunity to try new methods for the sake of trying them; it is rather their duty to use methods already tested and approved in the best possible way. But in the Model School new systems of instruction may be rationally tested. When some Herbert Spencer, working in his quiet closet, announces a discovery in educational processes which ought to revolutionize the Schools of the world, it may be tried here, and with definite results, before placing it in the hands of the multitude as all it is claimed by its author to be. In organization and discipline this should be, indeed, a *Model* School, furnishing the pupil-Teacher a thing to remember and copy whenever it is possible to transfer its excellence to fitting soil.

But it is not alone in the Model School that the pupil-Teacher is compelled to test his powers. Where there are Teachers enough in the institution, and the number of pupils is sufficiently large, experiments may be tried upon the most forbidding ground. I remember an instance of this sort which was narrated at the last meeting of the American Normal School Association, by Professor Phelps, of the New Jersey State Normal School, and am glad to be able to give it in his own words:

There was established, about a year ago, in this city, (Trenton, N. J.,) a School for friendless children. They were brought together by some ladies, clothed and fed, and an effort was made to instruct them and train them to habits of usefulness. The question was: How can they be instructed? We made a proposition to give all the instruction that the children might require, if they would see that they were in School each day at a given hour. We fitted up a room, and the children were brought into it. They were the most ungovernable children I ever saw. One little boy, only four years old, used oaths such as I had never heard, and his breath was so offensive with liquor that a person of delicate nerves could not stand near him. They were all over the room, whistling and dancing. Two persons were selected from our most advanced class, a little advice was given them, and they were required to go into that room and bring those children under subjection, to mark out a course of instruction for them, and to do by them as all children should be done by in a good School. The first three or four days were dark ones to those Teachers. But they went at it with hope and a good spirit; the gentle yet powerful influence of love was employed; the children were affectionately dealt with for the first time in their lives. In consequence of that treatment, in two weeks they were brought to a good degree of order; in four weeks it would be impossible to distinguish between them and any other like number of children; and at the end of four months it would be difficult to determine that they did not belong to the better classes in society. An exhibition of the results of four month's instruction was given in one of the churches of the city, and the result satisfied the large audience not only as to the practicability of Experimental Schools, but also as to the almost superhuman power of education when it is conducted according to the true theory, and in the right spirit.

Thus prepared by thorough study in the subjects to be taught, and having a general knowledge of subjects beyond the routine work of the School room, but connected intimately with it, conversant with the principles which underlie all systems and processes

of instruction, familiar with the experience of the best minds in the profession in respect of the organization and discipline of Public Schools, and actuated by high motives of duty and a just sense of responsibility to his pupils and to his State, the Normal graduate goes out to his humble, holy life, well fitted for its cares, and worthy of its rewards. He will be painfully conscious of the deficiencies which may exist in himself; but he will know how to correct them, and he will be able to modify his theories and adapt them to the peculiar circumstances which may surround him in his new field. He becomes, moreover, in some sense a Normal centre, from which new life will be imparted to the Teachers already striving nobly in the warfare before him. And while during his days of preparation there may be times when the drill-work and the repetitions of educational principles seem tedious and useless, he will find, as the years roll on, more and more cause of gratitude for the advantages secured by his training in the State Normal School. Such, at least, has been my own experience, and that of most with whom I associated in my student days.

In our adopted State the experiment of sustaining a Normal School is about to close its first year. The difficulties have been very great; but one difficulty, which was perhaps the most dreaded, has been entirely removed. It was feared that where other employments afford so great inducements for active minds, there would be no students for a Normal School. But even now the number is estimated by the score, and not by the unit. The year has demonstrated that even here, in the land of gold, there are young men and women who are willing to give themselves for the benefit of the race, and who, after full knowledge of the conditions, have accepted them all, and entered this Institution with full purpose to prepare well for the Teacher's work. As soon as the organization is completed, and there is a chance to do for these students what they need to have done, who can doubt that earnest-hearted men and women will be added greatly to this noble few, and the influences already at work will continue increasing in power for good until the number of students shall go by fifties, if not by hundreds, instead of scores, as now. The Teachers have done well. Too few in number to accomplish the half of what their hearts longed to accomplish, they have labored on in hope; and have brought to this Institute some hints of the success which the Normal methods are yet to make general throughout the State. Three Teachers, with so many Normal methods are yet to make general throughout the State. Three Teachers, with so many Normal and Model pupils, in such rooms as they have used, with such apparatus as was theirs—in fact, no apparatus at all—have had full work in simple instruction, and could not possibly have done towards the strictly professional training what ought to be done. But they have cleared the way, have been the pioneers in this especial work—which we hope yet to see carried on in a building and with conveniences as worthy as those of our Society of California Pioneers.

The Legislature and the people are willing to do their part. The three thousand dollars given for the first year, became six thousand dollars for the coming year; and if the experiment succeeds, as the Teachers of the State have the power to make it, this last sum may be doubled after a time, when a Faculty may be secured numerous enough to do all parts of the Normal labor well, both for the classes who will throng the rooms, and for the outside work among the Teachers in their various fields.

My object in this address has not been to consider what can actually be accomplished in this State with its Normal School, for I have not yet been sufficiently long a citizen to form a just opinion as to how much is attainable in our present circumstances. My object has been to place before you the idea of the Normal School, and its details, so far as they can be generally set forth. All the arguments which support the establishment of these institutions in other States have equal force in this new land and in this early time. Other States have, indeed, waited for their maturity in years before they thought of a Normal School. This State, in fact, is as mature as if the fathers had lived here before the sons who are working now, and has its needs as

sharply defined. Most pressing of these needs is—not a University, important and desirable as that is acknowledged to be—but a place where Teachers for the Public Schools can be trained as such, for laying the foundation of the work which the University will eventually complete and perfect. To me there seems no possibility of doubt in respect of the natural order of time in their full establishment by the State. Let us have them *both*, if we can ; if we cannot, let us have the State Normal School, and in due time you shall find the University, with students well grounded in the elements of knowledge, and prepared to carry forward all true learning in a spirit worthy of our age and our clime.



# THE PLACE AND RELATIONS OF THE COLLEGE IN OUR SYSTEM OF EDUCATION.

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## AN ADDRESS

DELIVERED BEFORE THE STATE TEACHERS' INSTITUTE, ON WEDNESDAY, MAY 6TH, 1863, BY REV. SAMUEL H. WILLEY,  
OF THE COLLEGE OF CALIFORNIA.

LADIES AND GENTLEMEN OF THE INSTITUTE: The discussion of this subject cannot be considered inappropriate, I think, before this Convention. Here are assembled friends of education and those actually engaged in the work of instruction from the various parts of the State. And, although the topics more immediately before us pertain to Common Schools, we are at liberty, surely, to take into view to some extent the nearly related subject of College or University Education. And I accept the invitation of the esteemed State Superintendent of Public Instruction to present some views upon this subject all the more readily because we are far removed from all the Colleges of the older States, and are obliged to provide this higher education for ourselves, or go without it altogether.

To suffer a generation of youth, now growing up amongst us, to come forward to manhood without the possibility of obtaining a College education, would be unworthy of Americans settling a new State, and a thing we cannot consent to. If, however, the College is to be reared on these far Western shores, and offer its advantages to the coming generation of youth—the boys now passing through our High Schools and Academies—the public mind must be quickly and thoroughly aroused to the importance of the work, and the means with which to accomplish it must be forthcoming with the speed and amplitude characteristic of California. There is wealth enough here to do it, costly as it is, and there is surely motive enough to bring it forth, a willing offering to the cause of learning, if it is felt and urged by the friends of education through the country.

But let me speak more particularly of the *place* which the College holds in our American system of education. The system itself is the result of circumstances. It is such as has grown up naturally under our Republican institutions. It is the result of a separation of Church and State, and the maintenance of the Church on the voluntary principle.

In the midst of this civil, social, and ecclesiastical order existing in our States, there has grown up a system of education, and in this system the College holds a middle ground.

In our country, it should here be remarked, the terms "College" and "University"



are used indiscriminately. They are so used, as any one may see, in our State law for the establishment of Colleges. And although, strictly speaking, the word "University" is the broader term, including Faculties of instruction in the learned professions and in the arts, still, there are many Universities that do not comprehend all these, and there are many Colleges, like those at Cambridge and New Haven, that do possess some or all of them. Our American system of higher education is not mature enough to place these institutions altogether on distinct and separate ground, and in these remarks I prefer to use the term "College," and to use it in the comprehensive sense before indicated.

The College stands between the processes of primary instruction belonging to childhood and youth in our Common Schools and Academies, on the one hand, and the professional and business education of manhood on the other. It does not admit students till they have passed through the preparatory Schools, and it does not attempt to carry them on into professional studies, or those higher spheres of scientific and literary investigation pursued in the most advanced Schools of science, or discussed in University lectures. Candidates, to be admitted to College, must be at least fourteen years old. They must have passed a course of preparatory study that cannot be thoroughly mastered in less time than two or three years. The course of study then entered upon is not planned and shaped to prepare them exclusively or especially for this or that profession or business, but rather as a mental discipline and course of prolonged and systematic instruction, enabling them to make *the most of themselves*, and thus be ready for any business.

Let us look at this point more at length. Education in general, we know, is the development, instruction, and strengthening of the faculties. This is done by exercise. The mind, like the body, is made to grow and become strong by exercise. Acting on this idea, gymnastic exercises have been planned for the body, which, when practiced systematically and perseveringly, will make the individual two-fold more a man in physical force than he would otherwise become. The College is the Gymnasium of the mind. Its progressive mental exercises lead the student on from strength to strength. They are the result of centuries of experience. They are substantially the same in all Colleges of the first class. They are adapted to the proportionate development of all the faculties. Their growth is secured by means of this progressive, prolonged, and systematic discipline. Through all this course, the faithful student gains in his power of thinking, writing, speaking, reasoning, perceiving, judging, and acting, at the same time that he becomes possessed of a knowledge of facts and of truth in all the circle of the sciences. Thus his learning becomes liberal and generous in its scope, and his mind balanced and symmetrical in its development. And so he becomes ready in the highest degree for whatever profession, pursuit, or business he may choose. And wherever he may be found, he is a man of culture and accomplishments.

Such is the place which the College occupies in our system of education, and such, in brief, is its object and its aim.

Let us inquire, next, what are the means by which the College undertakes to do its work?

In the first place, it provides Professors, eminent for their scholarship and for their skill in teaching, and gives to them the business of instruction. Their whole time and all their efforts are expected to be devoted to their various departments, that they may not only teach what is known, but by original research enlarge the domain of knowledge and add something thereto. From this source come the text books and treatises on science and literature, that are wanted in the Schools of instruction of all grades.

In the next place, the College receives young men to this course of discipline in exactly the formative period of life—thought is free and buoyant; opinion is not formed; character is most open to influence; the feelings are fresh and tender; there

is an instinctive reverence for the pure, the good, and the great. The mind is susceptible to the most powerful impulses of ambition and enthusiasm. They come together to remain for a definite period—four years—a time long enough for the deliberate and satisfactory pursuit of the elements of the various branches of liberal learning. They are removed from the noise and excitement of busy life, and they constitute a community where knowledge, intellectual pursuits, and solid thought are the things held in principal esteem.

They come in classes, one assembling each year, to remain together through the course. Strangers at first, they try their intellectual strength together in honorable competition, thus making acquaintance in the realms of thought. And in these pleasant and refining employments the acquaintance is continued, and is often cemented into the warmest personal friendship. But the thing we wish to bring to view here, is the steady, growing stimulus to exertion resulting from the association of many youthful scholars for so long a time, and through such a variety of intellectual exercises. It may be a kind of "unconscious tuition," and yet it is a constant force awakening to study, to economy of time, and persevering intellectual labor.

In each class, and in the several classes in College together, there are minds of very different degrees of strength, and of many varieties of talent. Sometimes there is one of pre-eminent ability, who, with entire ease to himself, acquires what the rest have to learn by much toil, and who, by common consent, ranks as a superior mind. The late Rufus Choate was an example of this manifest native ability. You will find in the excellent biography of that eminent scholar and statesman, a letter from a man who was his classmate in College describing Choate's rank and characteristics as a student. His superior standing was taken by him at once, even in his very first recitation—taken with ease, naturalness, and scholarly modesty; and it was held in a similar way through the course.

No one can measure the stimulating, elevating influence of such a mind on all associated in the class and in the College, and I may say on those that come after in the same College.

The moulding, shaping, enlightening, refining, stimulating influences of the associations of College life, coming, as they do, at the most susceptible age, cannot be over estimated. They take hold upon the developing faculties, and lead them on and direct them continually.

The interior mental life of the student is kept acting by contact with other minds grappling with the same subjects, and by the mature instruction of experienced and scholarly Professors leading and satisfying the inquiries of the youthful students, and by recourse, through the Library, to the best thoughts of the best authors in the several languages.

All this makes up the power of College life, and constitutes the College—a scene of constant mental exertion, a real intellectual gymnasium—and this for a period of time sufficiently long to result in the substantial development of the faculties and increase in all the powers of genuine manhood.

I have alluded to the Library as one of the means of mental culture used in College; and it ought not to be passed over with a single remark. Books are silent but mighty teachers; they contain the maturest thoughts of the ablest thinkers in the world. Let the youthful mind, in its course of wakeful discipline, meet the thoughts of such authors, and traverse their fields of knowledge and comprehend their views of truth, and it is easy to see what enlargement it will give, what ripeness of knowledge, and what masculine strength of judgment. Next in importance in the means of mental culture offered by the College to the instructions of the living Teachers, is the Library. It should be choice and select, and yet rich and copious in all its departments; money should not be spared in its endowment; its building should be a model of architectural beauty; it should be built of incombustible material; and its galleries, its alcoves, and

shelves, should be stored with the choicest literature of the world. All our American Colleges of good standing possess well selected Libraries, and one of the leading powers of usefulness in any such Institution is wanting where the Library is deficient.

Besides the facilities for education connected with Colleges already mentioned, we must not omit to speak of apparatus—instruments for illustration in the various departments—and the specimens gathered from the several kingdoms of Nature, constituting the Cabinet of Natural History. Nor should we fail to include among its advantages the influence of its location and the impression made by its halls and buildings.

The stranger from abroad who visits our country, as he passes from State to State, and observes our public institutions, sees sometimes, in a retired and conspicuous position, a cluster of large and imposing edifices. They are situated in the midst of grounds laid out with taste, and rendered beautiful by culture. There, the inquirer learns, is a College. That beautiful domain is consecrated to learning. Those halls and classic structures, permanent in their material and beautiful in their proportions, express the fondness and love of a refined surrounding society for higher education and literary culture. There they stand, retired from the world's noise, in the midst of Nature's loveliness, an eloquent testimony to the cultivation and generosity of those who built them, and evermore impressing the young with the idea of the value and nobleness of true learning to which they are consecrated!

When the student who has passed his allotted years of preparatory study, picturing to himself the while the proud day when he shall see the College and seek admission, when at length the time has arrived, and he sees from afar its stately buildings—the beauty of architecture—amid the surrounding beauty of Nature, his whole heart is moved within him, and he feels a new sense of the dignity and value of the mind, for the advantage of which all this outlay is made, and for the cultivation of which he is coming to enter upon his College course. That day in the life of the student will never be forgotten; the appreciation of his errand which is felt in that hour will go far to lift his purposes and fix his resolutions to high and noble endeavor, and its influence will be important and lasting.

The money of the wealthy may become of priceless value to the world through structures commodious, appropriate, and beautiful, consecrated to the culture of the *mind!*

We find the College, then, to be an institution of mental exercise and growth in knowledge and manly strength. It holds the student to one well digested, carefully prepared course of study, through a period of four years—years of youthful vigor, and yet years near to the maturity of manhood. It receives him into its society, apart from the calls and the spirit of business—apart, even, from the interruptions of home life. It receives him to the spirit of learning and self-culture, amidst the retirement of Academic groves. It offers him living Teachers; it offers him the Library; it offers him the competitions of student life, the strife of mind with mind in grappling with the highest themes; it offers him time deliberately to use these advantages, and make the most of himself by means of them; and then bids him go forth to his profession, to his business, or to his favorite science, and do well his life-work. With an affectionate blessing she bids him go to the School room—a Teacher, to the Professor's chair—a lecturer, to the bar, the pulpit, to the rooms of the sick, to the tasks of authorship, to the walks of science, or the enjoyments of literary leisure, and make use of the knowledge and the mental power already acquired. Between the College and each one's chosen profession, there is the Law School, or the Theological School, or the Medical School, or the Scientific School, or the Normal School; but the student who has used well the advantages of generous culture in College is well prepared to pursue his course in either of these.

If these views are correct—if such is the place and such the sphere of the College—its importance becomes at once manifest.

We patronize with public and private munificence those institutions that tend to increase the valuable productions of the country—the excellence of the stock, the growth of grain, the yield of the mines, or the profits of trade. But here is an institution that augments the nobler power in the land—the intellect, the *wind*; an institution that redoubles the force of manhood, and cultivates and refines the character. Can any institution out-rank this in importance? The College is an institution in which youth, making a just use of their advantages, become men—men in mind, in heart, and character—men ready to learn any profession, or enter upon any pursuit. What institution can be more valuable to the public than this?

By some concessions and popular adjustments, we maintain our system of Common Schools at the expense of the public Treasury; and no money, of all that passes through that Treasury, goes more directly to promote the public welfare and sustain the noble framework of our institutions. But there must be something besides Common Schools to educate the *Teachers* for those Schools—not that all Teachers need this extensive culture to fit them to discharge well the duties of their positions; and still there are none who might not be the better for it, and to some either this or qualifications that are substantially equivalent are indispensable.

- Those Schools diffuse education among the whole people, and this is their true glory; but if they are to keep pace in improvement with other things, there must be liberally educated men trained up for their service in College. And you have only to inquire for those States where the best Colleges exist, to find, at the same time, the best Common Schools. There must be those who can *write* School books, as well as those who can teach with them.

Hundreds of thousands of men and women, perhaps, have taught boys and girls Webster's Spelling Book in times past, but a College was necessary to make a Noah Webster. And so of most of the authors, editors, and compilers of our best Common School text books now in use. They are men who have gained the ability to make the elements of knowledge plain and clear to the young, by means of familiarity with its general principles, acquired in the wide researches of a liberal education.

And so in every other sphere of life, the College must be the fountain; and just in proportion to its excellence, to the elevation of its scholarship and intellectual training, will be the streams of mental culture and popular learning all abroad through Seminaries, Common Schools, and society generally.

Take the Ministry, for example. Those were wise men—the founders of Harvard College, in the old Colonial days—for they toiled, and saved, and worked through their lives to build that institution, “dreading,” as they said, “to leave an illiterate Ministry to the churches, when our Ministers shall lie in the dust!” And may we not wisely imitate their pious example, that the time may not come on these shores when there shall be here a race of unqualified Ministers, or Teachers, or Lawyers, or Doctors, or Editors, or Judges, or Legislators, or citizens in any calling.

Our *system of education* is one, and no branch or member thereof can say to any other, “I have no need of thee.” The Common School is indispensable in its sphere, and so is the College in its sphere; and the former cannot advance in improvement without the latter. Without the Common School to teach reading and writing, and the elements of knowledge required by every one, to the masses, we could not exist as a nation. In these Schools the youth of the country, whatever may be their nationality or their religion, are blended into one people, and are prepared harmoniously to act as such through life. In these Schools they breathe the spirit of patriotism, and learn something of the history and laws of our Government. Here they become quali-

fied to be voters, jurymen, and bearers of all the ordinary responsibilities of citizenship. And here in these Schoolhouses all over the land, are awakened that hunger and thirst for knowledge in individual youthful minds that cannot be justly denied the opportunities of liberal or College education.

So the Common School, in a sense, creates the necessity for the College—itsself to be in due time nourished and lifted up by means of it.

*Ladies and Gentlemen*: Let me say in conclusion that this subject of systematic education in this State—and I may say in this whole family of Pacific States—is one of most weighty importance. I have presented the field which the College occupies—and it is one of crowning moment—the whole educational experience of our country proves it to be so; and so are the other departments of our system important, and on the energy and force with which they are worked, depends the future of this noble country in which we live.

It is the *mind* of the *people* that is to constitute the people's character.

It is not the climate, or the fertility of the soil, or the richness of the mines, or the magnitude of its commerce, but it is the intelligence, cultivation, morality, and mental force of the *people* that are to make us great, respected, and happy, if we ever become so.

We are liable to depend too much on the affluence of our material resources. A State may be truly great without them, and it may be very far from being great, though it possesses all of them.

"A few simple commanding traits, a dignified aim, a high conception of the true glory of a State, with a little land and water to work with, and you have a great nation."

Some of the most enlightened peoples of the world have wrought their great deeds within the limits of small territories, where they earned their bread by tilling unproductive soils, beneath unfriendly skies.

Remember Athens—for instance, Attica: "her area was not quite so large as our own Rhode Island, her mountain steepes sprinkled with dwarf oaks and fir trees, her sunburnt vallies covered with meagre herbage, her wintry torrents dried up in summer, her olive trees with their pale leaf and pliable branches;" this was Greece; but a people dwelt there of that "flexible, brave, and energetic character—so prompt and full of resource—that curiosity, perseverance, and fire, that love of Athens and glory, that subtlety of practical understanding, that unrivalled elegance of taste, that teeming and beautiful fancy—that they won for her in her own time the place of the first power of the world, and seated her, with a more rare felicity, on an intellectual throne from which no progress of the species may cast her down."

If so much has been accomplished by a single people, in an early age of the world, with narrow resources, without the aid of science or pure religion, (and this is by no means a solitary example,) how much may be justly expected of us, surrounded as we are with *all these*, the very choicest advantages that have ever been conferred upon any people! With our great territory, our unrivalled climate, the riches of our material resources of every sort, with a youthful people blest with self-government, free speech, freedom of conscience, Free Schools, and free labor—what height of excellence can be imagined to which a people, starting with such advantages, ought not to aspire!

Furthermore, it should be remembered that in these initial years the foundations must be laid, if ever, for superior public excellence.

We are liable to overlook this. But the gauge of public virtue and the standard of intellectual attainment are soon set; and when once they are acknowledged and pass into habit, they are hard to change.

Now, therefore, is the deciding time of the most important matters.

Mr. Cheate, in speaking once of the characteristic settler of the Atlantic coast, said : "He was, he felt himself to be—and here lay the felicity of his lot—he was in the very act of building up a new nation, where no nation was before. Every day it was changing its form under his eye, and under his hand. Instead of being born ignominiously into an established order of things, a recognised and stable State, his function he felt to be that rarer, more heroic—*to plant, to found, to construct a new State upon the waste of Earth.* He felt himself to be of the *conditores imperiorum*; all this seemed to such a man, as he awoke in the morning, to depend appreciably on what he might do, or omit to do, before he laid his head on his pillow that very night!"

And if there are characteristic settlers worthy of our time amongst us, the day will come when very much the same will be said of them.

We may not see it now. We may be too busy in the midst of the vexatious details of daily life to take into view the whole bearing of what we may and ought to be doing; but it is nevertheless true that it is our lot to be living when and where it is our business to "*plant, to form, to construct.*" We, also, are called to be of the "*conditores imperiorum*," and it is true, whether it so "*seems*" to us or not, that something of this work depends appreciably on what we may do, or omit to do, between our awaking in the morning and laying the head upon the pillow at night, on any and every day!

And it is true, if for no other reason, simply because it is ours to "*plant,*" to "*found,*" and to shape the institutions that are to determine the character of this forming State. The choices that we make in matters of permanent moment cannot be changed in aftertime. The plans we form cannot be set aside by and by, and replaced by others. They can only be worked out, perhaps with modifications, but in substance the same.

This applies to every thing that goes to form our civilisation, but it applies to nothing more emphatically, than to our system of education.

The time was, for example, when it was a sharply debated question, whether this city should or should not adopt the system of Free Common Schools.

You can see, to-day, very plainly, what vast interests hinged upon that decision. The whole educational policy of the State, as it is now developing, was substantially determined then.

It is so far settled, that it does not now seem as if it had ever been in debate; but some of us remember well when it was so, and that in earnest. Now, since our system of education with respect to Common Schools is chosen, and has passed into the acknowledged acceptance and habit of the people, it has only to be worked out, improved, and perfected.

But the business of choosing and determining hitherto has been a work characteristic of the time. We are doing similar things continually. We are surveying the routes, and fixing the grades, and laying the tracks on which the trains of future progress must run!

And it is plainly true, that those who are working directly on the mind of the country as educators, and are founding the institutions of learning that are to determine the standard of our future intellectual attainment, are employed upon that which enters into the very life of the public welfare.

It is instructed, purified, virtuous, ennobled mind alone that can use the great resources of this coast aright—turning them to Christian, patriotic, and philanthropic purposes—not yielding to the tendency which the very affluence of these resources constitutes, to awaken an inordinate desire for individual wealth and personal aggrandisement.

Therefore, let this work be pushed to the utmost. Let us not only refuse to suffer

ourselves to be *behind* in intelligence and cultivation, but let us resolve to open the way for these States to become *foremost* in these things.

Let us carefully shape our system of education, perfecting it in all its departments—Primary, Academic, Collegiate, Professional, and Scientific—let us build the necessary institutions, and co-operate with a generous liberality for the accomplishment of our grand undertaking ; and the work we thus commence will be taken up by those who come after us, and, borne on as the State matures, till this whole Pacific slope shall be inhabited by a refined, intelligent, and Christian people.

## CONCERNING COMMON SENSE IN TEACHING.

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### AN ADDRESS

DELIVERED BEFORE THE CALIFORNIA STATE TEACHERS' INSTITUTE,  
ON TUESDAY, MAY 5TH, 1863, BY JOHN SWETT, SUPERIN-  
TENDENT OF PUBLIC INSTRUCTION.

It is one of the highest compliments we can pay a man to say that he possesses good common sense. The article in question is certainly one of the most important qualifications of a successful Teacher. Call it "tact," or "knack," or "faculty," or "gift," or whatever you please, it implies always a clear conception of things as they exist, and an adaptation of means to the end sought.

In broaching this subject, I feel that I may place myself in the situation of the learned divine, whose third and principal division of his discourse was "concerning that of which we know nothing." We do not propose to treat of a course of instruction for graded Schools, where children are presumed to be in regular attendance for a series of years, and where provision is made for a specific course of learning for all the faculties of the mind; but to consider briefly those Schools remote from cities, and continued only a part of the year. What are they expected to accomplish, and what view should the common sense Teacher take of his field of labor? Many of our Public Schools, in the sparsely settled districts of the State, are kept less than six months in the year, and even then the attendance is irregular and inconstant. Pupils may be expected to attend School from the age of six to fourteen; and allowing six months attendance in each year—a high average when one-fourth attend only three months of the year—the actual time at School will be reduced to four years. The question propounded by common sense is: What course of instruction will impart the greatest amount of useful information, and best fit the children for the duties of common life?

Now, hardly any course of study or mental exercise can be sought out which shall be utterly useless. The driest and dullest style of memorising musty text books, and the most parrot-like *verbatim* recitations, involve some thought, and are not without some advantages. The thoughtful man of wealth, who, in order that his son should not grow in idleness, compelled him to wheel a huge pile of stones from one part of his garden to another, and then wheel them back again, and so kept him wheeling them back and forth each day of the year, was wiser than the parent who allows his son to do nothing. But it would have been more sensible in the man of wealth had he set his boy at work upon some useful labor, which would have interested his attention, instead of keeping him engaged in unprofitable drudgery.

I cannot help thinking that sometimes in our Schools we set the boys to wheeling



stones, instead of building walls, or clearing fields for future harvests. For instance, keeping a boy for years drilling on the stereotype forms of solving Mental Arithmetic, committing a great mass of routine verbiage, when he ought to learn the simple forms of Written Arithmetic used in business life, is undoubtedly "wheeling stones." The boy may repeat the "solution," and the "forms," and the "conclusion," and the "therefores," and "wherefores," with a marvellous skill, and yet it is not common-sense teaching. A man was brought before an Eastern king, and extolled by the courtiers for his wonderful powers of endurance, because he could stand on one leg for twenty-four hours. "A goose can stand longer than that," said the king.

When, in School, we teach boys and girls the abstract rules and scientific mysteries and technicalities of grammar, training them skilfully to analyze complex and involved sentences, but omitting to teach them by daily practice how to express common thoughts in correct English, or how to talk correctly in ordinary conversation, without using provincialisms or cant phrases—what are we doing but keeping them "wheeling stones," and feeding on husks beside?

When children study for years the columns of uncommon and obsolescent words piled up in perpendicular obelisks, staring them in the face like huge exclamation marks of wonder and surprise, and then leave School unable to write a list of articles wanted from the corner grocery without exciting the risibilities of the groceryman, or are unable to write a friendly letter without offending the eye by misspelling the commonest words—what have they been doing but "wheeling stones?" And when these same ambitious scholars are allowed to shoulder Algebra, and meddle with French and Spanish, and skirmish around the advanced studies, they are, indeed, carrying the stones without a wheelbarrow.

So when scholars are kept forever drilling on elementary principles and minute particulars, it is not in accordance with common sense. "Be thorough," is a good maxim; but there is such a thing as being *too* thorough—of dwelling on *particulars*, to the neglect of *essentials*. A Teacher may be *painfully particular*, like a good aunt of mine, years ago, who was so distressingly neat that nobody ever took any comfort in her house.

In Arithmetic, for instance, it is keeping a boy wheeling stones "to discipline his mind" a month in learning to explain in due form the reason of "inverting the divisor in dividing one fraction by another," if thereby he should fail to learn how to write a promissory note, compute simple interest, or make out a bill. A Teacher from a graded city School would fail in an unclassified School, should he attempt to apply the same test of thoroughness, or to pursue the same exact course of study. Certain results must be obtained, to the sacrifice of many particulars which are all good in themselves. One great reason why self-educated men are practical workers, is that they learn *nothing they do not want to use, and so learn it well*. Concentration gives them strength. Napoleon dispensed with tents and luggage in his great armies, taking only what he wanted to use—the sword and the bayonet.

It seems to me—and the conclusion has been growing stronger each year, during twelve years' experience in Public School teaching—that no small part of what children are required to learn might appropriately be headed: "*Things worth forgetting.*" Nature is wiser than we are, and casts off the useless surplus of facts and figures into utter oblivion. Run through an ordinary School geography, and see how many bushels of chaff to a single grain of wheat. Look at the compendious arithmetics, strike out nine tenths of which, and the remainder would be more than sufficient. Look at the bulky grammars, grown fat by feeding on all other grammars printed since Lindley Murray's, of which, not even the authors could carry in their head a moiety. Look at the School histories of our country, full to repletion of dates and chronological tables, containing more of details than any grown man in the United States could learn in a lifetime. I allude to these only to show how much a Teacher must omit in the School

text books, and how essential that he should have common sense to guide him in selecting.

A four years' course of study in an unclassified School can neither be very complicated nor very extensive. A matter-of-fact Teacher would look at his work in something of this manner: These boys are, most of them, to become farmers, miners, mechanics, and laborers. All the scholastic education they receive will be gained here. These girls will, most of them, become the wives of farmers, miners, mechanics, and laborers. What instruction is absolutely essential to these boys and girls to fit them to grow up respectable men and women? Letting alone the geniuses and the prodigies, they are of average mental capacity. What *shall* be done with them?

First, they must learn to read, write, and spell the English language. Reading is usually taught well enough for all practical purposes, whether according to elocutionary rules or not; but penmanship and spelling are too often sadly neglected. Almost every man, in whatever occupation engaged, is called upon to write, more or less, every day of his life. Writing involves spelling, and both are unmistakable evidences of culture, or want of it. Teach these three things thoroughly, so that every child fifteen years of age shall be able to read readily, to write legibly, and to spell correctly, the words in the English language most used in common life. Sacrifice everything to this—even let Algebra remain a minus quantity, and the higher branches take a back seat. They are of vastly more practical value than Arithmetic—the trite and venerable maxim, that the study of Arithmetic is the best disciple of the mind, so often quoted by Arithmetic-run-mad Teachers, to the contrary notwithstanding. A knowledge of Arithmetic sufficient to enable men and women to keep accounts correctly, will suffice, letting alone the mental discipline of the reasoning faculties, so often harped about. Ben. Franklin was a dullard in Arithmetic; he grew up with pretty tolerable reasoning faculties, because he kept his perceptive wide awake. Don't let Arithmetic, then, be the great nightmare of the School to squeeze out all the vitality from the scholars. Most Americans take naturally to reckoning dollars and cents, without the aid of text books.

Some knowledge of the geography of the world is necessary, and particularly that of our own country. But common sense declines to expect that little boys and girls should learn the names and locations of the two thousand little round dots on the map of the United States, called towns and cities, with figures attached representing the population; or the names and length of the five hundred little black lines, drawn like spiders' webs over the map, representing rivers. Neither is it necessary that they should commit to memory the entire returns of the last census. Strike out nineteen-twentieths of the questions and answers in such a geography as Cornell's, Warren's, or Fitch's, and the remaining twentieth will be more than most children of average ability can learn and retain. How I wish some of these bookmakers had to learn their own books! Any Teacher who would expect or compel his scholars to answer all the "questions in the book" on examination day, ought to be indicted for a lack of common sense; and any Committeeman who should find fault because the scholars couldn't answer them, ought to be strapped within an inch of his—collar.

In one of the Public Schools of the State, not long since, I saw a little girl of not more than eleven years, come out and recite, armed and equipped with Cornell's High School Geography and Atlas. It reminded me of the cavalry company which, according to a morning paper, left Benicia armed with howitzers!

How many Teachers, after years of study and daily use of the geography, can remember one fifth of the tenth-rate rivers and towns, or one twentieth of the hackneyed descriptions. I would flog a child of mine if he wouldn't *forget* such rubbish.

A general knowledge of the leading events in the history of our own country, they should be expected to acquire; but if, on examination day, they fail to tell the exact day and hour on which every battle of King Philip's war, the French and Indian

war, or the Revolution, or the war of eighteen hundred and twelve, and exactly how many were killed, wounded, and missing; or should they forget that wonderful account given by one School History, of two early settlers of New England, who were frightened up a tree by a lion, and remained there in perfect terror, and came safely down the next day!—common sense would not be shocked. But the patriotic lessons of our History should be interwoven into the associations of School days. The self-sacrificing devotion of the Colonists to principle, in the preliminary struggles of the Revolution; the character of Washington; the heroic patriotism of the army at Valley Forge, starving, sick, and barefoot in mid-winter; the daring of "Old Put;" the eloquence of Patrick Henry; the exploits of Marion and Sumpter; the daring treason of Benedict Arnold, the Copperhead, whose "conditional loyalty" depended on place and promotion; the intrigues of political demagogues against Washington; how Andrew Jackson suspended the *habeas corpus*, and saved New Orleans and our National glory; how nullification collapsed in his defiant grasp; how Webster throttled the doctrine of State Rights, and how, with Clay, he stood by the Constitution and the Union; how Buchanan demoralized the Government, and how treason was plotted in open day in the Senate of the United States; and how Jefferson Davis established a temporary despotism based on principles against which even the *London Times* wonders the civilized nations of the world do not enter an indignant protest; how the patriotic masses rose to vindicate the Union; all these should be learned by heart, till they are as familiar as household tales. Some knowledge of the Declaration of Independence, and of the Constitution of the United States, common sense would not deem sectional, nor fanatical, nor dangerous.

Next in importance comes a knowledge of Language—of the meaning and use of words. This must be communicated by the Teacher, in questions on reading lessons, and in oral lessons. Dictionaries alone cannot impart it. Printed words are valuable only as the medium of ideas; if the medium is opaque, the ideas will be muddy. After a knowledge of Language, comes the framework of Grammar. And here, I think, common sense steps in and dictates that in order that scholars may learn to speak and write the English language correctly, they should be exercised in writing sentences, and talking sentences, instead of continually tearing to pieces the sentences of others. Exercises on Grammar, sufficient to enable them to write a letter, and speak plain English correctly, should be embraced in the course.

Some little knowledge of Physiology and Hygiene should be imparted, inasmuch as each boy has to take care of his own body, and when he ruins that by ignorance of the Laws of Health, he will find it very inconvenient to transfer his knowledge of Arithmetic and accompanying mental discipline to another *corpus*. And as most of the young girls will become mothers, and consequently the custodians of the constitutions of the next succeeding generation, common sense opens its eyes in astonishment that Committeemen and School Teachers should ignore all allusion to Physiology, Anatomy, and the Laws of Health, and exalt Arithmetic, Algebra, and the fashionable branches.

A little Drawing, a little Vocal Music, a little Calisthenic and Gymnastic Training, may be introduced as incidental amusements and recreations. Some provision should be made during the whole course for daily exercise of the perceptive and the expressive faculties, as well as for the reasoning powers. Children should be trained to habits of observation. They should be trained to distinguish colors, to tell the properties of the common objects by which they are surrounded; should be taught something of Natural History: at least enough to distinguish a dog from a coyote, or a grizzly bear from a calf, or potatoes from yams, or cauliflowers from cabbages. A boy instinctively turns to stories of birds, beasts, and fishes. Why not teach him something about these, as well as keep him on the sawdust of gerunds, participles, and the philosophy of casting out the 9's.

Herein lies the most greivous deficiency of our Schools: that they deal with the abstract instead of the real. I have repeatedly asked classes which could run off pages of questions in Geography with marvellous rapidity, to point north, and the direction generally has been perpendicularly up to the zenith; they had no notion whatever of directions, except as the top and bottom of the map. A city was to them a *dot*, nothing more; a river—a crooked line, and a mountain—a definition. How many classes have I seen versed in “the tables,” who would estimate the dimensions of a room sixteen feet by twenty, in numbers ranging from five and forty to ten and eighty; how many who could not estimate the weight of an object weighing five pounds within four pounds of its weight; how many that had no notion of a mile, except as three hundred and twenty rods; how many who could “parse like a book,” and yet could not write five consecutive sentences in tolerable English!

If common sense were a Schoolmaster, he would look with favor on the new system of Object Training as supplying a basis of actual knowledge on which the reasoning faculties should afterwards be exercised. He would also endeavor to collect a small School Library, well knowing that many a boy who grows dull, listless, and lazy over his set tasks, will absorb general knowledge from readable books as a thirsty plant drinks in the rain drops of a summer shower. In governing his School, he would treat scholars like human beings; bearing in mind that children are born to be happy, not miserable; and that School ought to be made a pleasant place.

The Teacher must expect to leave much untaught. If he attempts to teach everything, he will fail; for nobody ever succeeded. He must expect to find some dull scholars, some obstinate ones, some vicious ones, some troublesome ones, some negative ones, some good ones; if he is a philosopher, gifted with a sublime common sense, he will go calmly and quietly at work, do his duty faithfully, and not worry about results—bearing in mind that all the stupid boys and dull scholars, somehow or other, generally grow up into respectable average men and women.



# APPENDIX.



## [ A ]

### CONVENTION OF COUNTY SUPERINTENDENTS.

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The County Superintendents of Schools in attendance at the State Teachers' Institute, met at one o'clock, P. M., on Wednesday, May sixth, in the committee room at Platt's Hall, and organized into a Convention by electing, on motion of Mr. Swett, State Superintendent, Rev. A. Higbie, of Napa, to preside.

The following gentlemen were present :

Rev. A. Higbie.....	County Superintendent, Napa County.
Rev. B. N. Seymour.....	County Superintendent, Alameda County.
S. S. Wiles.....	County Superintendent, Santa Clara County.
J. A. Chittenden.....	County Superintendent, Nevada County.
S. B. Osbourne.....	County Superintendent, Butte County.
W. C. Crook.....	County Superintendent, San Mateo County.
J. W. Hines.....	County Superintendent, Solano County.
D. S. Woodruff.....	County Superintendent, Contra Costa County.
J. E. Stevens.....	County Superintendent, Sutter County.
O. S. Prase.....	County Superintendent, Tuolumne County.
Robt. Thompson.....	County Superintendent, Calaveras County.

Amos Bowman was appointed Secretary.

Mr. Swett said his object in calling this meeting was to have the County Superintendents take into consideration matters calling for some unity of action during the coming year. He had not had a moment's leisure during the past three days, and could now only refer, therefore, to what he would otherwise have presented in more proper shape. There were many subjects on which he would like very much to hear the opinions of the County Superintendents, who had been so long engaged in the service as most of those present. Just entering into the



duties of the position to which he had been chosen, he was not very familiar with the details of the duties of County Superintendents; neither did he know much of the practical workings of the School Law outside of the city, and the needs and interests of Schools and Superintendents in the interior. His experience heretofore had been limited to a knowledge of the law and Schools in San Francisco. However, he went to work with the committee in revising the law, which, as it passed the Legislature, he was convinced would be an improvement on the old law. Each provision was adopted only after full consideration and discussion, and after the law had been referred, section by section, to a lawyer well versed in the subject of School Laws. He would now like to hear suggestions from the County Superintendents in regard to what should be done during the coming year. One important matter had been presented in the first lecture—the agitation of the question of a direct tax for the support of State Schools, and providing a Fund in addition to the present School Fund. Another matter was in regard to the calling of County Institutes, under the revised law. A liberal provision had been made, allowing the State Superintendent his travelling expenses, and it was his desire to visit all the County Institutes, when they were not called at the same time. His practical knowledge as a Teacher he should cheerfully use, and he was willing to give a year of hard and earnest work. All that he could do, in fact, to second them in this direction should be done. He thought at this Institute a great deal would be done for a State tax. If they, who were personally interested, did not move in the matter, members of the Legislature could not be expected to take it up. The movement must start among the people.

Mr. Seymour said the suggestions seemed to him of very great importance. One was in reference to the raising of a State tax. It really seemed to him that our Public School system hardly, at present, amounted to a Public School system. In many of the districts, they had not received money enough to keep the Schools open throughout the year. It was not, really, a Public School system; it did not give a sufficient sum to sustain the Schools three months in the year. They hired poor Teachers; put them into a miserable old shanty not fit for a pig pen, and eked out a small amount by rate bills; and then, generally, some few in the district, with large families, were obliged to bear the whole expense. If by any possibility a direct State tax could

be established, the results, he urged, would be most beneficial. Any one could see that there was a very large proportion of the wealth of this State which would never be touched by rate bills for the support of Schools. Indeed, the principal part of the wealth of the State never felt the rate bill. Families in this State, as a rule, he had found were poor; whilst old bachelors, and widowers, and men whose families were at the East, were the men who gathered up the money; and they were the men, too, who ought to educate the children of the State. If any one had a plan to move, he would second it with all his heart. The State was said to be burdened with taxes; so it would be as long as we had no State tax for the support of Common Schools, and we should have an enormous State tax to support San Quentin. As one goes up, the other goes down. If we ever expected to have a School system worthy of the name, we must do more than we were at present doing as a State.

Mr. Wiles said he heartily indorsed what had been said. Under the old law moneys were apportioned according to the number of children returned in each district, giving in some counties about two dollars to each child attending School, and in others as high as eighteen dollars. This was from the fact that not more than a third of the children returned in some counties, and not more than one in seventeen in others, attended School. He suggested that the money should be apportioned according to the average attendance upon the Schools, which would give an equal support to every School in the State. The effect of the other system would be to make the Trustees alive at once to the importance of securing the largest attendance, and there was some inducement for establishing new Schools where they might receive a good support; whereas, under the old system, it would only divide the money.

Mr. Swett said the whole subject was before the Committees of Education of the Legislature, and they refused to give it any consideration, on the ground that it would not be as fair as the present method of apportionment, and that it would lead inevitably to constant subdivision of districts; furthermore, that very few of the States in the Union apportioned on that basis.

Mr. Hines said he would like to have an expression given on the subject.

Mr. Chittenden said there were serious objections to making any efforts at the present time for an increase of the State tax. The law allowed the County Supervisors to levy a tax in each

county of twenty-five cents on the one hundred dollars, and in some counties they had not come up to that. When he commenced his work as County Superintendent of Nevada, it was only five cents in that county. Last year it was doubled, making ten cents, and this year doubled again, making it twenty cents. The State tax this year was very high; the county tax in his county was very high; and if the law allowed them to levy an indefinite amount, they certainly could not get up much higher. He did not see what the difference was, whether the tax was laid by the State or by the county, except, perhaps, that the Supervisors in different counties took very different views of these things, some of them certainly not very enlightened views. He believed that the Public Funds might be managed in a way to effect more than was usually done. It was the custom in some districts to use their public money as far as it would go—from three to six months—and then to suspend Public School. It was Free School for that time. He had recommended the Trustees in his county not to dispose of the funds in that way, but to make a charge to the scholars at the outset. These charges varied in different districts, according to the amount of public money, and the time they wished to continue their Schools. The charges in Nevada were generally from one dollar and thirty cents a month to two dollars; and with such charges they were enabled to keep up what would otherwise be a three month's School for five or six months. If that course were adopted he thought no increased tax would be necessary.

Mr. Stevens was in favor of a State tax for the support of the Schools of the State, and, above all things, in favor of Free Schools. He did not call a School free when it was partly supported by rate bills. To a great many children, especially in the rural districts, it was no School at all. If any money was to be paid, either from the avarice of parents, or some other cause, in practical operation the children were debarred from the privileges of education; and if every School adopted that regulation, children would remain uneducated until the State took the matter in hand, by enacting penal laws for keeping children away from School. He had urged the matter of a State tax at home wherever he could find a man to listen to him; he had told people the honest convictions of his heart—that until the Public Schools, where our sons and daughters are to be educated, were free, thoroughly and practically free,

the cause of education would be behind the age in which we lived, and we were unworthy to transmit to our posterity the institutions which have been handed down to us—and he had met a response in every nook and corner of his county in the warm, hearty assent of the people; and not of those alone who had children, but old bachelors, the most rascally old fellows, who had more dollars than—

The Chairman—Children! [Laughter.]

Mr. Stevens—Children, or conscience. They universally said, “Go on with your tax, we are ready for it, all we want is a fair system.” He assured the Convention that the people would respond to it, and he believed they would respond to it throughout the State. The concentrated capital in large cities, the immense wealth accumulated in the State, should reach the children in the rural districts, where there was but little money to support Schools.

Mr. Pease had supposed that no argument was necessary to impress the want of Free Schools upon the County Superintendents of the State of California. His little experience showed him conclusively that the rural districts imperatively demanded it. In his county (Tuolumne) they had one district where from two years’ accumulation of the public funds only three months’ School could be kept. Some of them seemed to be laboring under the mistake that the State was actually paying a State tax for the support of Common Schools; but as he looked at it, the State of California was a debtor to the County School Fund. In Tuolumne, out of one thousand seven hundred and seventy-one children, about nine hundred attended School—not the average, which he thought was less than five hundred. All this resulted from the present system. Parents would not pay, some being poor, some avaricious, and some careless.

Mr. Osbourn said in Butte the tax for Schools was ten cents on the one hundred dollars up to last January, when it was agreed to raise it to fifteen cents, which the Supervisors said was the best they could do. He recounted some of his difficulties arising from the apathy of the people and unwise economy of the Supervisors, who were always two for and two against any increase, which foiled every effort of his, notwithstanding their promises.

Mr. Hines did not believe we should ever have a prosperous system of education in this State until we had a State tax. He

could see very clearly how our present system would operate towards demoralization and deterioration. Whenever any interest demanding taxation required to be looked after, the Supervisors were generally found ready to sacrifice the Common Schools. [A voice: "Always."] They would reduce the county tax for Common Schools to build roads and bridges, and it was utterly impossible to have such a thing as uniformity. In the rural districts they needed assistance, and ought to have it. They could beat the cities generally in raising children. How should they accomplish the work? The County Superintendents ought to be led by the State Superintendent, and there ought to be some means adopted by which they could get the voice of the people. He had agitated the question in Solano County, brought it before the Institute there, and they were ready to move in it, even though their views should fail to meet favor in other counties. But uniformity of action was needed. Let a month be set apart to circulate a petition, if necessary.

Mr. Swett—I will occupy one or two moments in answer to the suggestion which has been made by Mr. Hines. I would state that the State Superintendent has taken hold of this matter, and intends to put it through in the best way that he can, and by all means in his power. It is his intention to send from the State office all documents which he can gather from the East, as well as to distribute largely and liberally all the pamphlets and circulars which can be issued from the office. Four thousand copies of this Institute circular were sent to Trustees, county officers, Justices of the Peace, etc., and I think the interest taken in this Institute was by that means excited at the primal source—that is, with the Trustees, who constitute the foundation of the whole system. And this will be continued during the year. It seems to me the various County Institutes which will be called may serve as radiating points. Each County Institute will have its proceedings reported in the county papers, and each County Superintendent will call the attention of the people and the Supervisors to it. In that way the movement is started. I must express my surprise that my friend from Nevada, Mr. Chittenden, should see a bear in the way of a State tax. I do not believe for one instant that he would like to see California, the only loyal State in the Union, without a State tax. I cannot see any reason why California should be supposed to be less in need of Free Schools than the other States; and if in all the others a State tax is necessary,

can we in this State, where we have elements that are not altogether favorable to Free Schools, expect education to come up to the high standard which we desire without it?

Mr. Woodruff said he, too, was in favor of a State Tax, for so long as there was a Fund, we invariably had good Schools, and when that Fund became exhausted, the Schools languished. Everybody expressed himself pleased with the Teacher and the progress of the School until the rate bills came to be presented, and then one would say, "I believe I will not send my children any longer—I do not like the Teacher!" "Well, what is the reason?" "Oh, I don't know; he is too strict!" or "too easy." The cause was simply that they were asked to pay.

Mr. Crook said San Mateo had over nine hundred children, of which number perhaps five hundred attended School. The largest districts, drawing the most money, were most slenderly attended. In one, with one hundred and forty scholars, the average attendance was only fifteen, making that district entirely free. In all the rest of the districts except one, parents were obliged to pay more than one half. They were always willing to pay what was necessary for School purposes, but had one terribly bad failing, which was, that they imagined they ought to get a Teacher for about forty dollars a month; and the consequence was that they got Teachers absolutely not qualified. At the outset, sixty dollars was the highest paid in the county. He understood one Teacher was now getting thirty dollars, and another forty-five. He had been around to some of the Schools where he considered the Teachers were doing more harm than good. But the parents said, "anybody can teach a spelling book—we do not want any of your high-flying Teachers at all." He was confident that the State tax movement would receive a hearty support.

Mr. Higbie said he would assume that the State tax was right, and that nobody was opposed to it. But in case they got a State tax there would be no Fund to use for two years, and what was to be done in the meantime? The first thing was to reach the people. Superintendents, in making their rounds, should send word ahead that they were coming, and should get the Teacher to make it public in the district, and ask everybody to come out. If a Teacher had any snap about him, he could get them to come—create, perhaps, a little *furor*. Then the Superintendent could talk to them on this question. Another way would be to have Public School picnics. He had one in

Napa County last year, with about four hundred in attendance, and it had a most favorable effect on their Public Schools. The State or County Superintendent might give a lecture on the occasion, to prepare the way. At County Institutes the question would be further canvassed, and influence would thus be brought to bear upon the Supervisors, until finally the Legislature would pass the law. Trustees had the right to levy a tax, on giving notice for twenty days; by proposing a tax, they could get the people out, at least in numbers sufficient to elect Trustees, if they could get nothing more. In ten districts out of sixteen in a county, they would succeed in getting a tax sufficient, in the meantime, to keep the Schools going at least six months in the year, until they could get the State tax. New York and other Eastern States had seen the folly of the old system, and all adopted the State tax.

Mr. Thompson said each County Superintendent had his own peculiar difficulties to encounter, and must devise his own means of overcoming them. There was no doubt they should all labor as strenuously as possible for a State tax, and further, there was no doubt, if they took it in hand in connection with the State Superintendent of Public Instruction, that their object could be accomplished. If each one guaranteed to work as hard as the State Superintendent worked, he (Thompson) would guarantee that it should be brought about. But it would take time. In Calaveras, the Supervisors had been pretty liberal in School matters for the last four or five years, considering their debt and additional liabilities arising from the removal of the County Seat. Their tax was two dollars and seventy cents to two dollars and ninety cents on the one hundred dollars, and the moment anything could be cut off from road taxes, or anything else, it was at once added to the School tax. An important matter, he thought, was the keeping up of a fixed rate bill all the time; by that means all the Schools in Calaveras were kept open six and a half to eight and ten months. It was, also, an excellent rule to require rates to be paid monthly, because people were sure to find fault if the Teacher applied for six, eight, or ten dollars at a time, when, by monthly payments, they would be satisfied. In his county it worked admirably. Let the rate bill run all the time, and the balance be taken out of the County or State Fund.

Mr. Chittenden was sorry that he stood alone in the matter of a State tax, but the difficulty, he believed, was not so

much in the want of funds as in the manner of disposing of them. The last speaker had spoken his own mind very nearly. There was not a single district in Nevada where School was kept open less than six months in the year, while at Nevada City, Grass Valley, and San Juan, it was kept open the year round. At Nevada City, the Primary Teacher, a lady, got sixty-five dollars a month; the Intermediate School Teacher, one hundred dollars; and the High School Teacher, one hundred and twenty-five to one hundred and fifty dollars. The rate bills for the first were one dollar a month, the second one dollar and a half, and the last mentioned two dollars and fifty cents, all payable monthly. By rigid examinations, they had thinned out the ranks of Teachers in that county to such an extent that he was now looking for two or three competent persons from the city.

Mr. Seymour feared the city would be robbed; he wanted two or three himself.

Mr. Hines moved that the County Superintendents canvass the matter under discussion, as fully as may be, between now and the first of September, and inform the State Superintendent, by letter, of the result of their work. It was necessary that he should be posted with reference to the state of feeling all over the country, and it would be impossible for him to visit every county this summer.

Mr. Thompson suggested that petitions be distributed to the different Superintendents, and by them to the Teachers, to get signers for the passage of a State tax law. The Teachers' pockets were interested.

Mr. Hines accepted the amendment, with the understanding that the State Superintendent should issue printed circulars, so as to supply every district.

Mr. Stevens suggested that they get to work before the nominations were made, or before the election, so as to bring their influence to bear upon aspirants for legislative honors. He thought they could get them to promise to go into this work. It would save time for each County Superintendent to prepare his own petitions. An interest could be excited in School matters by saying that on a certain day the Superintendent would be present—by inducing the Teachers to magnify his office, to drill the children, and have them pass in review before him, and to get the people out—and when they witnessed such an exhibition as a competent Teacher would be sure to have on an occa-



sion of the kind, their hearts would be warmed and prepared to assist in the movement. If they did not succeed this year in getting a State tax, they would next.

Mr. Seymour advocated the printing of circulars as early as possible.

Mr. Swett said he learnt, in the course of his little experience in legislating the revised School Law through, that unless the representatives were backed by the people at home there could be no headway whatever towards the consideration, for an instant, of the idea of a State tax. Objection was made even to allowing, out of the General Fund, one thousand dollars for travelling expenses for the State Superintendent; some advocating nothing, some five hundred dollars, and others urging that it should be taken out of the School Fund. "You have got a magnificent School Fund," was one of the arguments. That thing ought to be ended, and it could only be done by first instructing the representatives through the people.

The question was taken on requesting the Superintendent of Public Instruction to issue printed petitions for the purposes already stated, and it was carried unanimously.

Mr. Swett stated that the petitions could be sent out in two or three weeks—he would endeavor to have them sent with the new School blanks, registers, etc.

Mr. Seymour suggested the propriety of establishing a uniform system of examination for Teachers' certificates. A gentleman came to him the other day with very favorable papers, yet, after a candid examination, he felt that they could not consistently grant him a certificate to teach. He did not want to be righteous over much, but he did feel that if they wanted Schools worth anything, they would have to shuffle out a great deal of trash that now found its way into the School house. Men broken down three or four times thought they could still go into the School house and hear a class. Uniformity in examination was very desirable, so that a man accepted in one county might expect some reasonable chance in another; and if rejected in one, that he need not think he can slip in elsewhere.

Mr. Hines moved that the State Superintendent be requested to lay out a plan of visitation—giving the preference to the rural districts during the summer, as he could always visit the cities and towns during the winter, and as it was difficult to hold Institutes in the country in winter—and to inform the

County Superintendents at least four weeks before the time when he would be able to visit them.

The motion prevailed.

Mr. Wiles suggested that a blank form, or order, for the Trustees in the several districts to draw upon their County Superintendent, would save much trouble to the Superintendents, as they now come in in every possible shape, and so badly made out that not one in four of them conformed to the requirements of the law. He moved that the State Superintendent be requested to furnish fifty blank orders to each County Superintendent.

Mr. Chittenden doubted the propriety of the Trustees' drawing orders upon the Superintendent. In his county they sent in audited bills, and he then drew his warrant on the Treasurer.

Mr. Swett stated that the address of Mr. Willey, on Collegiate Education, was about to commence in the State Teachers' Institute, and therefore moved to adjourn till one o'clock to-morrow, which was carried.

Accordingly, the Convention adjourned.

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## SECOND DAY.

At one o'clock on Thursday the Convention re-assembled pursuant to adjournment—the Rev. Mr. A. Higbie in the Chair.

Messrs. Henry Gaddis, County Superintendent of Yolo, M. A. Lynde, County Superintendent of El Dorado, and A. H. Goodrich, County Superintendent of Placer, were added to the roll of gentlemen present.

Mr. Thompson called up the proposition to furnish blank orders to County Superintendents for the use of Trustees, certifying that so much was due to A, B, or C. It was the duty of the Superintendent to know that the money was properly expended.

The motion was carried.

Mr. Crook moved that the words "full and correct return," in the new School Law, which he thought capable of different constructions, be understood to certify that the money has been earned by the Teacher.

Mr. Swett said that was precisely the expression used in the old law.

Mr. Lynde thought the meaning clear as it stood. Other members expressed their interpretation.

Mr. Hines moved to amend, that the law be regarded as referring to the annual returns made by Trustees to the Superintendent, to serve as a basis of the State apportionment.

Mr. Lynde thought it well to include, also, reports from Teachers, whenever in the course of the year they leave the School; which was accepted by Mr. Hines, and the amendment was adopted.

The motion was carried.

Mr. Swett called attention to the matter of County Institutes, and the arrangements proposed to enable the State Superintendent to attend them severally.

Mr. Lynde moved, as the sense of the meeting, that the State Superintendent be requested to make his arrangements so as to visit the respective counties at the time of the holding of the County Institutes.

Mr. Thompson suggested that Calaveras, Amador, Tuolumne, and those counties lying close by, have an understanding among themselves to hold Institutes about the same time.

Mr. Goodrich said they had made arrangements to hold the Placer County Institute on the twenty-ninth of June.

Mr. Lynde said the same date had been fixed upon in El Dorado.

The matter was further talked over, and the motion, as amended, was carried.

Mr. Swett said the State Superintendent's office was frequently in the receipt of School books from the East; and having now been allowed a liberal Postage Fund for the current year, it was his intention to inclose postage stamps to the East to secure a large number of copies of the most valuable reports. He wrote early in the year for copies of city and State reports, and he intended to get enough to supply at least the larger counties holding Institutes. Hitherto there had been an absolute dearth of documents.

At two o'clock and fifteen minutes, P. M., the Convention adjourned till one o'clock, P. M., to-morrow.

## THIRD DAY.

The Convention re-assembled in the committee rooms, and discussed various subjects connected with the practical working of the revised School Law, and the interpretation to be placed upon different parts of the same. Without transacting any further business of importance, the Convention adjourned *sine die*.

## [ B ]

## STATE BOARD OF EXAMINATION.

SAN FRANCISCO, May, 1863.

On the first day of the session of the Institute, May fourth, the State Superintendent, who is *ex officio* Chairman of the Board, appointed the following County Superintendents members of the State Board of Examination :

A. H. GOODRICH.....County Superintendent of Placer County.  
J. A. CHITTENDEN.....County Superintendent of Nevada County.  
REV. A. HIGBIE.....County Superintendent of Napa County.  
J. B. OSBOURN.....County Superintendent of Butte County.  
M. C. LYNDE.....County Superintendent of El Dorado County.  
REV. B. N. SEYMOUR.....County Superintendent of Alameda County.  
GEORGE TAIT.....County Superintendent of San Francisco.

The Board invited the following Teachers to assist in the examination :

GEORGE W. MINNS.....San Francisco High School.  
ELLIS H. HOLMES.....San Francisco High School.  
THEODORE BRADLEY.....Denman Grammar School.  
THOMAS S. MYRICK.....Union Street Grammar School.  
D. C. STONE.....Marysville Grammar School.  
J. B. McCHESNEY.....Nevada Grammar School.

The examination was conducted in writing. The following sets of questions were used :

Subject.	No. of Questions.	No. of Credits.
Arithmetic.....	15	100
Geography.....	10	100
Grammar.....	10	100
Algebra.....	15	100
Natural Philosophy.....	10	50
Physiology.....	10	50
History of the United States.....	10	50
Definitions, (25 words).....	...	25
Spelling, (25 words).....	...	25
General Questions.....	15	100

Two hours were allowed for writing the answers to each set, except Spelling and Definitions. The papers were designated by numbers, the corresponding names being held by the Chairman, and unknown to the examiners of the papers. Each answer of applicants was carefully examined and credited according to its merits, and the results transferred to a tabular statement. The work was completed June tenth. State Educational Diplomas were issued to those whose papers were credited higher than seventy-five per cent, and who had been engaged in teaching at least three years. Certificates of the First Grade were granted to those who had passed higher than sixty-five per cent; of the Second Grade, fifty per cent; and the Third Grade, forty per cent.

## STATE EDUCATIONAL DIPLOMAS.

(Valid for Six Years.)

T. C. BARKER, San Francisco.	JOSEPH W. JOSSELYN, San Leandro.
STEPHEN G. NYE, Centreville.	THOMAS EWING, Cacheville.
BERNARD MARKS, San Francisco.	WILLIAM K. ROWELL, Brooklyn.
T. W. J. HOLBROOK, San Francisco.	CYRUS C. CUMMINGS, Vacaville.
EDWARD P. BATCHELOR, San Francisco.	

## CERTIFICATES OF THE FIRST GRADE.

(Valid for Four Years.)

AZRO L. MANN, Marysville.	WILLIAM R. BRADSHAW, Nicolaus.
MISS H. C. BELCHER, Marysville.	ROBERT DESTY, Shasta.
MISS MARY C. BURLINGAME, Duroc.	MISS MARY A. CASEBOLT, San Francisco.
MISS FRANCES LYNCH, San Francisco.	

## CERTIFICATES OF THE SECOND GRADE.

(Valid for Two Years.)

M. CORNELIUS RALPH, Sonora.	MISS MARY E. JEWETT, Marysville.
A. S. DUBOIS, Mormon Island.	E. J. SHELLHOUSE, Michigan Bluff.
NICHOLAS FURLONG, Marysville.	WILLIAM H. HOBBS, Yuba City.
MISS ALMIRA SWEETLAND, Petaluma.	MISS MARY A. SALISBURY, Mountain View.

TRUMAN F. BACON, San Francisco State Normal School.

## CERTIFICATES OF THE THIRD GRADE.

(Valid for Two Years.)

FREDERICK N. PAULY, Long Bar.	HENRY P. STONE, Sequel.
WILLIAM C. DODGE, Sonora.	EDWARD S. BROOKS, Marysville.
HORACE RICHARDSON, San Pablo.	MARY E. NOYES, San Francisco.
WILLIAM B. LAWLOR, Prairie City.	SARAH J. CASEBOLT, San Francisco.
LAURA T. FOWLER, San Francisco.	C. L. HYDE, Marysville.
JOHN E. MORRISON, Alamo.	HENRY COLEY, Jackson.

WILLIAM T. ELLIOTT, Stockton.	MARY A. BUFFUM, San Francisco.
GEORGE W. MOORE, Santa Rosa.	JOHN C. SHIPLEY, Windsor, Sonoma co.
HARRIET TRUESDELL, San Francisco.	M. C. BAKER, San Francisco.
DELOS J. VAN SLYKE, Millville.	ALBERT WAKEFIELD, Chico.

## WHOLE NUMBER OF CERTIFICATES GRANTED.

State Educational Diplomas.....	9
First Grade Certificates.....	7
Second Grade Certificates.....	9
Third Grade Certificates.....	20
Total.....	45

Ninety-five Teachers registered themselves for examination; several withdrew, and others were compelled to leave the city before the close of the examination, so that only seventy-four completed their papers. Of this number thirty-one were rejected. Undoubtedly some who failed to receive certificates would pass an examination conducted orally; but the papers of most furnish conclusive evidence of a very low grade of attainments. Many of the papers of those who have received certificates give evidence of progressive scholarship and skill in teaching. It is to be hoped that some who failed this year will try it again next, and win a certificate of the very highest grade.

## FIRST GRADE CERTIFICATES.

## QUESTIONS ON ARITHMETIC.

[Write the operation of each question, and place the answer both after the work and opposite the number of the question on the printed sheet. First ten questions, value five credits each; remaining five, ten credits each.]

1. Change  $\frac{1}{4}$  to a decimal, multiply by four thousandths, divide the product by five millionths, and add five hundredths.
2. Find the sum, difference, product, and quotient, of  $\frac{7}{9}$  and  $\frac{2}{7}$ .
3. Reduce to a common denominator  $\frac{1}{2}$ , 9,  $7\frac{1}{2}$ ,  $\frac{3}{4}$ .
4. What decimal part of £1 is 9s. 2d. 1.12 far.<sup>s</sup>
5. Find the Greatest Common Divisor and Least Common Multiple of 18, 24, 30, 36.
6. A merchant sold sugar at eight cents a pound, and gained ten per cent; what per cent would he have gained had he sold it at nine cents a pound?

7. Divide £53 17s. by 8, multiply the quotient by 3, subtract 25s., and add the remainder to \$4 75.
8. How is the United States standard unit measure of extension determined?
9. What is the bank discount on \$200 for 60 days, at  $1\frac{1}{2}$  per cent per month?
10. What is the interest on a promissory note of \$450, from January 3d, 1863, to May 7th, 1863, at  $2\frac{1}{2}$  per cent per month, payable monthly?
11. Write, on a separate slip of paper, a promissory note, drawn by John Doe, in favor of Richard Roe, for \$500, payable on demand, with interest at ten per cent per annum, dated January 12th, 1861. Write on this note, in due form, the following indorsements:  
     June 5th, 1862. Received \$150.  
     May 4th, 1863. Received \$200.  
     What is due on this note, May 9th, 1863?
12. In a geometrical progression, the first term is 64, the ratio  $\frac{1}{2}$ ; what is the tenth term?
13. What is the diagonal of a square equal in area to a circle 100 feet in diameter.
14. What is the cube root of 67917312?
15. If 12 men, by working 9 hours a day during 5 days of the week, can in 9 weeks dig a ditch 525 feet long,  $6\frac{1}{2}$  feet wide,  $4\frac{1}{2}$  feet deep, how many weeks would it take 9 men, working ten hours a day during 6 days of the week, to dig a ditch 450 feet long,  $3\frac{1}{2}$  feet wide, and  $2\frac{1}{2}$  feet deep?

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WORDS TO BE DEFINED.

[Twenty-five words; value, one credit each.]

- |                  |                   |
|------------------|-------------------|
| 1. Education.    | 13. Diameter.     |
| 2. Knowledge.    | 14. Chirography.  |
| 3. Precedent.    | 15. Dissolution.  |
| 4. Pneumatics.   | 16. Idea.         |
| 5. Aeriform.     | 17. Intimidate.   |
| 6. Lacerate.     | 18. Linear.       |
| 7. Contusion.    | 19. Beneficence.  |
| 8. Occipital.    | 20. Circle.       |
| 9. Supercilious. | 21. Contiguous.   |
| 10. Obstacle.    | 22. Reminiscence. |
| 11. Taciturn.    | 23. Retrieve.     |
| 12. Soul.        | 24. Synonym.      |
| 25. Definition.  |                   |



## QUESTIONS ON HISTORY OF UNITED STATES.

[Ten questions ; value, five credits each.]

1. How is the President of the United States chosen? How are United States Senators elected, and for what time? How are members of the House of Representatives elected, and what is the basis of representation?
2. When was the Constitution of the United States adopted? what cause led to its adoption? who framed it? and who presided over the convention?
3. What was the Missouri Compromise? the Tariff Compromise of 1833? the Compromise of 1850?
4. What causes led to the secession of the Rebel States, and who were the leading men in that movement?
5. What was the most important battle of the War of 1812? when and where was it fought, and what were the results gained by it?
6. Give some account of the naval exploits of the frigate "Constitution," and of the iron-clad "*Monitor*."
7. What connection had Robert Morris, Thomas Jefferson, and Benjamin Franklin, with American history?
8. Who was Daniel Webster? Henry Clay? John C. Calhoun? James Buchanan?
9. Name the principal battles of the Great Rebellion.
10. What discoveries were made by the Cabots? What settlements were made by the French and Spaniards in the present limits of the United States?

## QUESTIONS ON PHYSIOLOGY.

[Ten questions ; value, five credits each.]

1. What are the principal bones of the head, and of the upper extremities?
2. Explain the general structure of the vertebræ and ribs.
3. What is the office of the lacteals? of the liver? of the gastric juice?
4. Describe the circulation of the blood through the heart and lungs.
5. What is the office of the skin?
6. Name the lenses, humours, and coats of the eye.
7. Name the principal organs of digestion.
8. Explain the change which the blood undergoes in the lungs.
9. What are the divisions of the brain, and their respective offices, and into what classes are the nerves divided?
10. State briefly some of the laws of health regarding the brain and nervous system.

## QUESTIONS ON GRAMMAR.

[In writing the synopses of verbs, and in giving the principal parts, arrange in perpendicular columns. In parsing, write out in full, and give the rule. Ten questions; value, ten credits each.]

1. Give a synopsis of the verb "*write*," in the indicative mode, passive voice, declarative form, third person, singular number; and a synopsis of the verb "*run*," in the indicative and potential modes, interrogative form, first person, singular number.
2. Give the principal parts of the following verbs: dive, strive, weave, build, lie, lay, hew, burst, set, sit, swim, eat, drink.
3. Write the possessive plural of child, woman, it, who, thou, ox.
4. Write a sentence containing the word "*that*," used as a relative, as an adjective, and as a conjunction; and state when the relative "*that*" is used in preference to "*who*" or "*which*."
5. Parse each word in the following sentence: "Teach me what is right."
6. Analyze the following sentence: "Education is the only interest worthy the deep controlling anxiety of a truly thoughtful man."
7. Mention the principal rules for the use of the comma in punctuation.
8. Correct the following: "Your brother came right straight into the room and said to my sister and I whom were setting there I am tired and must lay down to rest me and when he was laying down we tryed to lie a veil over his face to cover it up out of sight."
9. What is an elementary sound? a letter? a word? a phrase? a clause? a simple sentence? a compound sentence? a paragraph?
10. Construct sentences in which a word, a phrase, and a clause, shall be used as the subject of a verb.

## QUESTIONS IN ALGEBRA.

[Write out the operations in full, and write the answers both after the operation and on the printed questions opposite the number of each question. First ten questions, five credits each; remaining five, ten credits each.]

1. Multiply  $10x^{m-n+1}$ , by  $6x^{2m+5n-6}$ .
2. Factor  $a^2+20a+75$ .
3. Raise  $(a+b)$  to the 10th power by the Binomial Formula.
4. Divide the number 100 into two such parts that their product may be equal to the difference of their squares.

5. Given  $\left. \begin{array}{l} 3x+5y=29 \\ 4x-2y=4 \end{array} \right\}$  to find  $x$  and  $y$ .
6. What fraction is that which, if 1 be added to the numerator, the value will be  $\frac{1}{2}$ , and if 1 be added to the denominator, the value will be  $\frac{1}{3}$ ?
7.  $\left. \begin{array}{l} x+y+z=31 \\ x+y-z=25 \\ x-y-z=9 \end{array} \right\}$  to find  $x, y$ , and  $z$ .
8. What is the cube root of  $8+12a+6a^2+a^3$ ?
9. What is the square root of  $1-4b+4b^2+2y-4by+y^2$ ?
10. Divide  $(a^3b^2)^{\frac{1}{2}}$  by  $a^{\frac{1}{2}}$ .
11. Reduce  $(54a m^9)^{\frac{1}{3}}$  to its simplest form.
12. Find two numbers whose difference is 6, and whose product is 40.
13. Reduce  $x^2-\frac{1}{2}x=\frac{1}{2}$ .
14. Given  $\left. \begin{array}{l} x+y=10 \\ x^2+y^2=58 \end{array} \right\}$  to find  $x$  and  $y$ .
15. What two numbers are there whose difference is 3, and the difference of their cubes 189?

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QUESTIONS ON GEOGRAPHY.

[Errors in spelling will detract from credits. Ten questions; value, ten credits each.]

1. Give the latitude and longitude of the City of Washington; of San Francisco; of London.
2. Define Zodiac, Ecliptic, Meridian, and Isothermal Line.
3. Mention some of the principal currents of the ocean, and explain the generally adopted theory of the cause of oceanic currents.
4. Give the area, boundaries, and population of the United States.
5. Through what waters would a vessel pass in sailing from New York to San Francisco, thence to Hong Kong, thence to London via Cape of Good Hope? and what winds and currents would be encountered on the passage?
6. Bound Nevada Territory, name its principal towns, and for what it is remarkable.
7. How do California and the Island of Great Britain compare in size? France and New York? Australia and the United States?
8. Name the principal plateaus of Asia and North America, and the principal plains and deserts of the world.
9. Describe the Mississippi River, name its tributaries, the

cities and towns situated upon its banks, and state briefly its commercial and military importance.

10. State the principal points of resemblance, and of difference, between the Eastern and Western Continents.

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QUESTIONS ON NATURAL PHILOSOPHY.

[Ten questions ; value, five credits each.]

1. What is the law of attraction of gravitation? What would be the weight of a 64lb cannon ball at the distance of the moon?
2. Define specific gravity ; and give the law for finding the specific gravity of a solid.
3. What is the generally received theory of light? What are the sources of light? What is the solar spectrum?
4. What are the laws which govern the reflection and the refraction of light? What is the telescope? What is the microscope?
5. What is the barometer, and who invented it? How is it used to ascertain the height of mountains?
6. Mention the principal laws of motion.
7. What is the principle upon which Morse's electro-magnetic telegraph is founded?
8. How is the polarity of the magnetic needle explained?
9. Who invented the steam engine ; and what distinguished men have been connected with its improvement and application?
10. What are the laws discovered by Kepler, governing the motions and distances of the planets?

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GENERAL QUESTIONS, AND METHODS OF TEACHING.

[This paper will be credited as a whole; highest number of credits not exceeding 100.]

1. State your name, age, nativity, and Post Office address.
2. At what Schools educated, and how long in attendance?
3. At what places, and in what kind of Schools, engaged in teaching?
4. Length of time engaged in teaching.
5. What certificates received from Boards of Examination?
6. What letters of reference, or of introduction?
7. Can you teach vocal or instrumental music?

8. Can you teach elementary drawing?
9. Have you had any practice in teaching School Calisthenics or Gymnastics?
10. Have you had any practice in giving "Object Lessons?"
11. What class of faculties are called into exercise in the System of "Primary Instruction by Object Lessons?"
12. What works on Teaching, or on Object Teaching, have you ever read?
13. What Educational Journal have you ever taken?
14. What do you conceive to be the relative advantages of Public and Private Schools?
15. What is the natural order of developing the intellectual faculties of a child, and what studies call into exercise the different faculties?
16. What do you conceive to be the use of the study of Arithmetic, and what relative place would you give it in School studies?
17. What general exercises would you introduce into an unclassified School?
18. What system of reward and punishment would you adopt in School?
19. Write an outline of questions in a primary object lesson, on "Glass."
20. Outline of a brief moral lesson, on "Lying."

[ C ]  
 PROSPECTUS  
 OF  
 THE CALIFORNIA TEACHER:  
 A MONTHLY EDUCATIONAL JOURNAL, UNDER THE CONTROL OF THE  
 TEACHERS OF CALIFORNIA, AND ESTABLISHED BY UNANI-  
 MOUS VOTE OF THE STATE INSTITUTE, MAY, 1863.

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*Terms*—ONE DOLLAR PER ANNUM, INVARIABLY IN ADVANCE.

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RESIDENT EDITORS, (*San Francisco.*)

JOHN SWETT,  
 GEORGE TAIT,

GEORGE W. MINNS,  
 SAMUEL I. C. SWEZEY.

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 A. H. GOODRICH, Forest Hill.  
 WILLIAM WHITE, Santa Cruz.  
 E. F. DUNN, Petaluma.  
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 DANIEL WOOD, Tulare County.  
 JOHN BAGNALL, Colusa County.

This journal will be published punctually on the first day of each month, commencing July first, eighteen hundred and sixty-three. Each number will contain at least twenty pages, octavo, in handsome style, besides advertisements. The general appearance of the page will resemble that of the "*Massachusetts Teacher.*" Sufficient funds were collected at the Institute to render its publication for one year a certainty; and it is hoped such a response to its first number will be received as to justify the Resident Editors in increasing the size of each month's issue. Still, no debt will be incurred for the Teachers of the State to meet at the year's end. The enlargement depends entirely upon the Teachers themselves.

The price was fixed by the Institute Committee at one dollar per year. The Resident Editors have not time to spend in

keeping accounts for the **TEACHER**, and must insist on payment from each subscriber in advance, or upon receipt of the first number. Where gold dollars cannot be obtained for remittance, silver can be sent by putting three three-cent postage stamps upon the letter. For three subscribers, a quarter eagle may be inclosed, and the remainder in postage stamps. Revenue stamps will be of no service to us. It will be better, however, for Teachers to secure five subscribers, and inclose a half eagle.

It is hoped **THE CALIFORNIA TEACHER** will be of great service to the profession, and in the homes of the Pacific Coast. The need of such a journal is unquestioned. The Eastern educational journals, however valuable, cannot meet our emergencies. Their distance from us, and their necessary ignorance of our School-needs, aside from the call for the full employment of their energies in the home-field, render them entirely inadequate for California. We shall select from the mass whatever may be adapted to our circumstances.

We desire to furnish a regular means of communication between School officers and Teachers; to bring to parents and Teachers the best practical methods of discipline and instruction; to give the materials for the future historian of our growth in educational directions; and to use every authorized means of making Teachers better and the people happier. Due regard will be paid to the opinions of all; but no attempt will be made to conceal the importance of moral training and of patriotism in our Schools.

The **TEACHER** is destined to live at least one year; the Institute has made that certain. It remains for those to whom this prospectus may come to determine, in some measure, the degree of influence it will exert, and whether the first year shall be the last. The Editors make no pledges beyond their determination to meet Teachers and friends of education once each month with the best matter that can be obtained. The **TEACHER** will be very poorly conducted if the investment of one dollar for each adult in the State should prove a total loss.

Address all communications and remittances, "**THE CALIFORNIA TEACHER**," Box 1977, San Francisco, California.

## [ D ]

CONSTITUTION OF THE CALIFORNIA EDUCATIONAL  
SOCIETY.

## P R E A M B L E .

WE, as Teachers of California, in order to further the educational interests of the State, to give efficiency to our School System, to furnish a practical basis for united action among those devoted to the cause in which we are engaged, and, for those purposes, to elevate the office of the Teacher to its true rank among the professions, do hereby adopt the following

## CONSTITUTION.

## NAME.

SECTION 1. This organization shall be known as the "CALIFORNIA EDUCATIONAL SOCIETY."

## MEMBERS.

SEC. 2. The qualification of members shall be: a good moral character, three years' successful experience, *one* of which must have been in this State, and ability to pass a thorough examination in Reading, Spelling, Penmanship, Drawing, Object-Teaching, Geography, Grammar, History, Arithmetic, Algebra, Physiology, and Natural Philosophy.

SEC. 3. This Society shall consist of male members only.

SEC. 4. All male graduates of State Normal Schools in the United States who have taught three years previous to their application for admission to this Society, and who are residents of this State, and all male holders of State Educational Diplomas, as provided by the laws of California, shall be eligible to membership upon the recommendation of the Examining Committee.

## DUES

SEC. 5. Each member, upon his election, shall sign this Constitution, and pay into the Treasury the sum of ten dollars.



## HONORARY MEMBERS.

SEC. 6. Honorary membership may be conferred upon any gentleman eminent for literary attainments, or for successful service in the cause of popular education, upon the recommendation of the Examining Committee, and a two-thirds vote of the members present at any regular meeting.

## EXPULSION.

SEC. 7. Any member may be expelled for unprofessional conduct by a two-thirds vote of members present at any regular meeting; *provided*, that a copy of the charges be deposited with the Recording Secretary at least four weeks before the meeting at which the charges are acted upon, and immediate notice thereof be given to the accused.

## OFFICERS.

SEC. 8. The officers of this Society shall be: a President, two Vice-Presidents, a Corresponding Secretary, a Recording Secretary, and a Treasurer, who shall be elected by ballot at a regular annual meeting, and shall hold their offices for one year, or until their successors be chosen.

## DUTIES OF OFFICERS.

SEC. 9. The duties of the President, Vice-President, Recording Secretary, and Treasurer, shall be the same as those usually devolving upon such officers. The duty of the Corresponding Secretary shall be to conduct the correspondence of the Society under the direction of the Executive Committee.

## EXECUTIVE COMMITTEE.

SEC. 10. There shall be an Executive Committee, which shall be composed of the officers of the current year, together with five other members of the Society, to be elected at each annual meeting, and to hold their offices for one year.

## EXAMINING COMMITTEE.

SEC. 11. There shall be an Examining Committee of three members, who shall be elected out of six members nominated for that purpose by the Executive Committee; the three nominees having the highest number of votes to be considered elected.

## DUTIES OF COMMITTEES.

SEC. 12. It shall be the duty of the Executive Committee to manage the general business of the Society, to examine the accounts of the Treasurer, and audit all claims upon the Treasury.

It shall be the duty of the Examining Committee to inquire into and determine upon the qualifications of candidates for membership, and to report to the Society, at its next regular meeting.

## VOTING.

SEC. 13. All voting upon admission to the Society, or upon matters pertaining to the provisions of this Constitution, shall be by ballot.

SEC. 14. A two-thirds vote of members present at any regular meeting shall be sufficient to elect a candidate proposed by the Examining Committee.

## PROXY.

SEC. 15. Members may vote either in person or by proxy; *provided*, that the proxy be made known in writing to the Recording Secretary.

## MEETINGS.

SEC. 16. There shall be a regular annual meeting of the Society on the third Saturday of May, in each year, in the City of San Francisco, or at such other time and place as may be appointed by the President with the consent of the Executive Committee; but, in case a quorum be not present at that time, the officers shall hold over another year, or until their successors be chosen.

SEC. 17. There shall be a meeting of the Society at least once in three months, for the purpose of promoting the interests of Education in all its departments. The exercises at these meetings may be determined by the President in conjunction with the Executive Committee.

## CHARACTER OF DISCUSSIONS.

SEC. 18. No political or sectarian discussions shall be allowed in the meetings of this Society.

## APPENDIX.

## ASSESSMENTS.

SEC. 19. Assessments may be made from time to time at any regular meeting, by a two-thirds vote of the members present.

## DIPLOMAS.

SEC. 20. Every member of this Society shall be entitled to a diploma in such form as the Executive Committee shall decide upon, and under the official seal and signature of the Society; but no diplomas shall be issued to honorary members.

## AMENDMENTS.

SEC. 21. After the close of the second annual meeting of this Society this Constitution shall not be altered or amended, except by a vote of three fourths of the members present at an annual meeting, and after one month's previous notice in *THE CALIFORNIA TEACHER*, or some other suitable medium.

*President*—JOHN SWETT.

*Vice-Presidents*—THOMAS S. MYRICK; D. C. STONE.

*Corresponding Secretary*—T. C. LEONARD.

*Recording Secretary*—BERNARD MARKS.

*Treasurer*—J. C. PELTON.

*Executive Committee*—The officers of the society, and Messrs. SWEZEY, STRATTON, MCGLYNN, WHITE, and GOODRICH.

*Examining Committee*—Messrs. SWETT, TAIT, and LEONARD.

[ E ]  
LETTERS.

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OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS, }  
Boston, April 7th, 1863.

*Hon. John Swett, Superintendent of Public Instruction of California :*

MY DEAR SIR:—I have received the copy of your "Circular" calling a "*State Teachers' Institute*," to be held next May, in the city of San Francisco, which you had the kindness to send me.

You are aware that this is not the first educational document I have received from your State. I am not ignorant of what has been doing in your educational field for the past four or five years. The State and City Reports have come to me pretty regularly, and I have read them attentively. I was especially interested in the full and valuable minutes of the proceedings of the former Institutes; and through correspondence with residents, I have obtained considerable information respecting the interests of education among you. By these means I seem to have become, to some extent, educationally acquainted with your State. When I look at the map, I see that a continent lies between us; but when I think what you are, and what you are doing, you seem to be next door neighbors. Certainly we ought to feel and act as neighbors. We are *fellow citizens*. We are of *one* country, and own the same national tie. We are of *one* nation, and *one* people, and *one* tongue. Are we not, indeed, bound together by that "close affection which grows from common names, from kindred blood, from similar privileges, and equal protection?—those ties which, though light as air, are strong as links of steel?"

I know not how it is, but somehow, your Educators and Teachers seem to me like friends and brothers. It is perhaps natural enough that I should sympathize with you in your efforts and struggles to establish a broad and liberal system of public education, considering that I have been all my lifetime engaged in similar labors. It has been my fortune to work here, where society is already fixed and settled, and institutions are somewhat crystallized, and the task is that of preserving, and improving, and reforming—a slow, tedious, and sometimes discouraging labor.

Let me congratulate the Educators of the new Empire State of the Pacific on their good fortune in being called to a grander work—the work of laying the foundations of things, of building institutions and systems. If your privations are greater, your labors more arduous, your reward is higher, and the glory of your achievements brighter and more enduring. If to build States is the highest of the honors and dignities of man, the next rank, certainly, must be accorded to the builders and formers of these Institutions which are the only hope and stability of all free Governments. Let the education of a State—physical, moral, social, and intellectual—be right, and everything else will prosper. With such views, it is natural that as a patriot, as well as an educator, I should appreciate profoundly your noble efforts to place your State in the front rank of the educating States of the Union, which is the same thing as to place it in the van of the civilization of the Union.

But let me return to the "Circular;" and let me say that it is a document which would do honor to any State and the Superintendent of Education in any State. I like its sentiments, and views, and plans. Indeed, I may say that I have no recollection of seeing a more comprehensive plan of a State Teachers' Institute; and if your Teachers know their own interests, and the interests of the cause in which they are engaged, they will attend it in crowds, and do all in their power to contribute to its profit and success. Let the Teachers be true to themselves and to their profession; let them show that they are willing to make sacrifices to fit themselves for their business; that they are wholly devoted to their work; and they will hardly fail to be duly appreciated and rewarded by the public. At any rate they will not fail of that reward—the highest and best—which accompanies the consciousness of endeavoring to do one's duty.

To my mind there is scarcely any character more interesting than that of an *enterprising* Teacher—one who is bent on the largest self-culture; who regards nothing as done while anything remains to be done; who is bound to know what he is to teach, and much more; who studies his *profession*; who buys books on education and reads them, and can boast of an educational library, or at least the germ of one; who is a subscriber to not less than one educational publication; who is on hand at all educational meetings within his reach—not to show how smart he is in making the worse appear the better reason, to perplex and dash maturest counsels, but to promote harmony, and good feeling, and good fellowship, imparting and drinking in what is good; who feels that he owes a debt to his profession, and is anxious to discharge it by promoting its interests; who aims at the highest excellence, not only as a Teacher, but as a gentleman and a Christian; who believes it to be his chief duty to labor for the improvement of his own mind and heart, and for the benefit of his fellow men; such a man, though in the humblest Schoolhouse in the land, I look upon with respect and reverence.

Female Teachers are, of course, and must be largely in the majority. They are so here. But few of them, however, expect to spend their days in Public Schools, and therefore they cannot be expected to make that long preparation for the work which the man does who devotes himself irrevocably to it. But they have a natural aptitude for teaching, and I have known many who deserve to rank among the first educators. We have some in our Boston Schools whom, to describe, would be to enumerate every imaginable excellence of the female character; and I doubt not that you will have at your Institute "more of the same sort."

But I only took up my pen, in the hurry of my pressing duties, to thank you, and congratulate you, and wish you success, and all sorts of prosperity; and have run on to the end of the second sheet, having only room to assure you of the high regard and esteem of

Yours, very truly,

JOHN D. PHILBRICK.

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OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS, }  
Chicago, April 15, 1883.

Hon. John Swett, Superintendent of Public Instruction:

MY DEAR SIR:—I have read with much interest your "Institute Circular."

Franklin, in his thirst for knowledge, expressed a regret that he was not born after the world had made another century of progress. We are permitted to rejoice in the possession of that which he so strongly coveted, and it is the proud distinction of our generation that attention has been directed in a very marked degree to improvements

in the science and art of education. We have seen the dim and flickering light of the first Normal School established in the Old Bay State, and we have lived to see Normal Schools spring up and flourish in nearly all the Northern States of the Union, and in several of the Southern States. Teachers' Institutes, general and local, are already organized in all parts of the country. Not content with these important steps of progress, the friends of education are now endeavoring to render the foundations of our noble School system still more secure, by introducing important improvements in methods of primary instruction.

I have watched with admiration the rapid and healthy progress of education in your Occidental State, and find abundant food for reflection in the relation you bear to the other Western States, and in the relation of all the Western States to the Eastern. If the newer States have received important lessons from the older, they have also shown themselves capable of emitting light that is not borrowed, and they may yet prove themselves competent to impart valuable lessons to their Teachers.

It is time that the new States should realize and exercise their own strength. Standing, as they now do, on the threshold of ages that are to cover these hills, and valleys, and prairies, with untold millions, it is meet that they should feel the responsibility of laying wisely and firmly the foundations of their educational structure. The voice of coming generations calls to us to-day, and demands that we weigh well the question who are to be the Teachers that shall mould the character and decide the destiny—not of the West alone, but through her, it may be, of our great American Republic.

California, young as she is, occupies a position of peculiar interest and importance at this forming period in the history of States. God speed you, my brother, and your co-laborers, in the great and responsible work to which your lives are devoted. Illinois and the other States, both West and East, expect much of you, and I am confident they will not be disappointed.

With best wishes for the success of your State Teachers' Institute,

I am, yours very truly,

W. H. WELLS.

[Extracts from a Letter of Professor J. S. Eaton, of Andover Academy, Mass.]

ANDOVER, MASSACHUSETTS,

April 11, 1863. }

*Superintendent of Public Instruction :*

DEAR SIR:— \* \* \* \* I rejoice in the evidences that your State, young in years, but already more than respectable in population, and great in material resources and all the elements of prosperity, is taking so firm a position for the elevation of her Teachers; and, through them, for securing and perpetuating an intelligent, patriotic, and high minded people.

"Like priest, like people," is an unquestioned aphorism, but it is no less true that "As is the Teacher, so is the School." Maps, Charts, Text Books, and School Apparatus may be carried to any degree of perfection, but the excellence of the School depends upon the *living Teacher*, and unless he is high minded, enthusiastic, "apt to teach," all expenditures for costly houses and School fixtures are of comparatively minor importance.

After a careful preparation of the Teacher for the responsible duties of his office by a thorough education, there is nothing to quicken and encourage him, like social intercourse in the Institute and the Association, the interchange of thought, and mutual communication of plans and modes of instruction. \* \* \* \*

I would be most happy to be with you and engage in the labors and share in the benefits of the Institute; but distance and pre-occupation forbid. \* \* \* \*

## [ F ]

## TEXT BOOK CIRCULAR.

Text Books adopted by the State Board of Education, for use in the Public Schools of California, in accordance with the provisions of section fifty of the revised School Law :

## ARITHMETIC.

EATON'S PRIMARY.

EATON'S COMMON SCHOOL.

## GEOGRAPHY.

ALLEN'S PRIMARY.

WARREN'S PHYSICAL.

 CORNELL'S PRIMARY,  
 (Succeeding ALLEN'S.)

 CORNELL'S OUTLINE MAPS.  
 CORNELL'S MAP DRAWING.

WARREN'S INTERMEDIATE.

## GRAMMAR.

QUACKENBOS' ENGLISH GRAMMAR.

## READERS.

WILLSON'S SERIES.

WILLSON'S CHARTS.

The Board recommends the following additional books :

NATURAL PHILOSOPHY—QUACKENBOS'.

PHYSIOLOGY—HOOKER'S ELEMENTARY.

HISTORY OF THE UNITED STATES—QUACKENBOS'.

OBJECT TEACHING—CALKINS', or SHELDON'S.

## REMARKS.

The law requiring uniformity in Text Books takes effect on the first of September, eighteen hundred and sixty-three. The series of Text Books recommended by the State Teachers' Institute, held in San Francisco, May, eighteen hundred and sixty-three, has been adopted by the State Board of Education, with only a few slight modifications. The State Board do not intend that the adoption of a uniform series of School books shall involve any unreasonable expense on the part of parents; the whole design of the law is to save to the State some thousands of dollars annually. They therefore recommend that

wherever a good series of books is now in use, such as Sargent's Readers, Thompson's or Colburn's Arithmetics, Cornell's Geographies, or Greene's Grammars, the Trustees take advantage of the *proviso*, and ask to be exempted by the Superintendent of Public Instruction; but, whenever new books are to be adopted, they must conform to the State series; and in Schools where there is no uniformity whatever, the Trustees are requested to enforce the adoption of the State series. Sudden changes of books are not recommended by the State Board; let County Superintendents, School Teachers, and Trustees, act with good judgment, and the law will be found a salutary one, which will result in the permanent good of the Schools. The importance of a good series of Text Books in Schools cannot be over estimated. The flippant remark that it matters not what book a good Teacher uses, will not stand the test of a sober second thought. As well say that a good soldier can fight as effectively with a shot gun as with an Enfield rifle. The adoption of a uniform State series of School books will add greatly to the efficiency of the Public Schools of California.

LELAND STANFORD,  
J. F. HOUGHTON,  
JOHN SWETT,

*State Board of Education.*

DEPARTMENT OF PUBLIC INSTRUCTION, }  
May 15th, 1863.



[ G ]

## PETITION FOR STATE SCHOOL TAX.

*To the Honorable the Members of the Legislature of the State of California :*

WHEREAS, We believe that it is the duty of a Representative Government to maintain Public Schools as an act of self-preservation, and that the property of the State should be taxed to educate the children of the State; and, whereas, the present School Fund is wholly inadequate to sustain a system of Free Schools; we, the undersigned, qualified electors of the State of California, respectfully ask your honorable body to levy a special State tax of half a mill on the dollar, during the fiscal years eighteen hundred and sixty-four and eighteen hundred and sixty-five, the proceeds of the same to be disbursed in the same manner as the present State School Fund.

NAME.	RESIDENCE.
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THIRTEENTH ANNUAL REPORT

OF THE

Superintendent of Public Instruction,

OF THE

STATE OF CALIFORNIA,

FOR

THE YEAR 1863.

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O. M. CLAYES.....STATE PRINTER.

# ANNUAL REPORT.

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DEPARTMENT OF PUBLIC INSTRUCTION,  
San Francisco, November 1st, 1863. }

To His Excellency,  
LELAND STANFORD,  
Governor of California :

I herewith submit to you the Thirteenth Annual Report of the Superintendent of Public Instruction of the State of California, with the request that the same be transmitted to the Legislature, and published, in compliance with section five of the Revised School Law.

Very respectfully,

Your obedient servant,

JOHN SWETT,  
Superintendent of Public Instruction.



# REPORT.

## GENERAL SUMMARY OF STATISTICS.

The subjoined summary of statistics will afford a general view of the condition and progress of the Public Schools for the School year of ten months, from November first, eighteen hundred and sixty-two, to August thirty-first, eighteen hundred and sixty-three :

### STATISTICS FROM RETURNS OF SCHOOL CENSUS MARSHALS.

1. Number of boys between four and eighteen years of age	39,700
2. Number of girls between four and eighteen years of age	38,355
3. Total number of white children between four and eighteen years of age.....	78,055
4. Number of white children under four years of age.....	39,081
5. Number of children between eighteen and twenty-one years of age.....	4,129
6. Number of children of all ages under twenty-one years born in California.....	74,835
7. Number of children between four and six years of age...	15,987
8. Number of children between four and six years of age attending School.....	3,722
9. Number of children of all ages attending Public Schools.	29,416
10. Number of children of all ages attending private Schools	9,158
11. Number of children between six and eighteen years of age, not attending any School.....	20,062

### STATISTICS FROM RETURNS OF TEACHERS AND TRUSTEES.

Total number of pupils enrolled on Public School Registers...	36,540
Average number belonging to Public Schools .....	22,965
Average daily attendance.....	19,992
Number attending School under six years of age .....	2,246



Percentage of daily attendance on the average number belonging .....	.80†
Daily average percentage of attendance on the whole number enrolled on the Public School Registers.....	.54
Daily average percentage of attendance in the Public Schools on the whole number of children between the ages of four and eighteen years.....	.24‡
Percentage of enrolment in the Public Schools on the whole number in the State .....	.46
Average number of months during which Schools were maintained.....	5.4
Average length of time Teachers have taught the same School.....	7.1

## MISCELLANEOUS STATISTICS.

Whole number of Primary Schools .....	280	
Whole number of Intermediate Schools.....	58	
Whole number of Unclassified Schools.....	364	
Whole number of Grammer Schools.....	48	
Whole number of High Schools.....	2	
Total number of Schools.....		754
Total number of School Districts.....		684
Number of Schools for colored children.....		5
Number of colored children attending such Schools.....		162
Whole number of Negro children returned by Census Marshals.....		735
Whole number of Mongolian children returned by Census Marshals.....		455
Whole number of Indian children returned by Census Marshals.....		4,522
Whole number of deaf and dumb, irrespective of age.....		81
Whole number of blind, irrespective of age.....		85
Number of male Teachers employed during the year.....	535	
Number of female Teachers employed during the year.....	464	
Total number of Teachers employed during the year....		919
Number of Schools maintained less than three months... ..		31
Number of Schools maintained only three months.....		198
Number of Schools maintained more than three months, and less than six months.....		211
Number of Schools maintained more than six months, and less than nine months.....		157
Number of Schools maintained nine months and over.....		114
Average number of months School was maintained in all the School Districts of the State.....		5.4
Number of Free Public Schools maintained without rate bills..		219
Number of School Districts which have raised a District Tax		17
Number of School Districts which have made correct returns according to law.....		508
Number of Districts which have failed to make correct returns.....		122
Number of Districts supplied with State School Registers and copies of Revised School Law.....		684
Names of Districts not supplied.....		None.

Number of Teachers who have made returns according to law .....	756
Number who have failed to make such returns.....	79
Number of School-houses built of brick.....	31
Number of School-houses built of wood.....	647
Number of School-houses which disgrace the State.....	149
Number of volumes in Public School Libraries.....	3,327
Number of Teachers who subscribe for an Educational Journal.....	277
Longest time any Teacher has taught the same School.....	11 years.
Number of Teachers who have taught the same School two years and over .....	77
Number of Teachers who attended State Teachers' Institute .....	308
Number of Teachers who attended County Teachers' Institute .....	242
Number of Teachers allowed and paid for time in attendance on Institute.....	86
Number of School visits made by County Superintendents...	1,058
Number of School visits made by Trustees.....	971
Number of School visits made by other persons.....	2,460
Number of First Grade Certificates issued by County Board of Examination .....	159
Number of Second Grade Certificates issued by County Board of Examination .....	294
Number of Temporary Certificates issued by County Superintendents.....	124
Number of applicants rejected by County Board of Examination .....	99
Number of State Educational Diplomas issued.....	9
Number of State Certificates, First Grade.....	11
Number of State Certificates, Second Grade.....	12
Number of State Certificates, Third Grade.....	20
Number of applicants rejected by the State Board.....	31

## FINANCIAL STATISTICS.

Amount of School Fund received from the State.....	\$145,537 84	
Amount of School Money received from County Taxes.....	307,128 22	
Amount of money received from District Taxes.....	38,731 62	
Amount received from Rate-Bills and Subscription.....	68,209 24	
Total amount received from all sources for support of Schools.....		\$581,055 77
Amount carried forward.....		\$581,055 77

Amount brought forward .....	\$581,055 77
Amount paid Teachers' Salaries.....	\$328,338 02
Amount expended for sites, buildings, repairs and School Furniture.....	93,931 53
Amount expended for School Libraries.....	514 75
Amount expended for School Apparatus.....	2,271 97
<b>Total expenditure for School purposes.....</b>	<b>483,407 49</b>
Amount of money derived from all sources per School Child.....	7 44.
Amount per scholar for whole number enrolled on Public School Registers.....	15 90
Highest amount raised in any county by County Tax per School Child.....	11 90
Lowest amount raised in any county by County Tax per School Child.....	18
Average amount.....	4 00
Percentage of amount raised by County Tax on each hun- dred dollars of assessable property in the State.....	18
Percentage of amount raised by County and District Taxes and Rate-Bills on each hundred dollars.....	24½
Amount appropriated for support of State Normal School..	6,000 00
Amount of money expended for County Institutes.....	275 00
Average annual salary of County Superintendents.....	440 00
Amount paid Teachers for services rendered on County Board of Examination.....	400 00
Highest monthly wages, board included, paid to male Teachers .....	270 00
Highest monthly wages, board included, paid to female Teachers .....	125 00
Lowest monthly wages, board included, paid to male Teachers .....	29 00
Lowest monthly wages, board included, paid to female Teachers .....	30 00
Average monthly wages paid to all Teachers.....	80 00

### RECEIPTS AND EXPENDITURES.

The State apportionment for the School year ending August thirty-first, amounted to one hundred and forty-five thousand five hundred and thirty-seven dollars and eighty-four cents, (\$145,537 84,) of which seventeen thousand one hundred and forty-seven dollars and twenty cents (\$17,147 20) was due the previous School year, July first, eighteen hundred and sixty-two—not paid “on account of pressing demands on the Treasury.” The amount derived from County School tax, as nearly as can be estimated from the conflicting returns of County Superintendents and County Treasurers, was three hundred and seven thousand dollars,

(\$307,000,) of which San Francisco raised one hundred and ninety-three thousand dollars (\$193,000.)

The amount raised by "Rate Bills" was sixty-eight thousand dollars, (\$68,000,) and the sum derived from "District Taxes," as indicated in that column, is thirty-eight thousand dollars (\$38,000); but of this, thirty thousand dollars (\$30,000) was raised by city taxes in the Cities of Sacramento, Stockton, Marysville, and San José, leaving only eight thousand dollars (\$8,000) raised by District Taxes proper.

The total amount received from all sources for the support of Schools, according to the returns, was five hundred and eighty-one thousand dollars, (\$581,000,) of which San Francisco received two hundred and nineteen thousand dollars, (\$219,000,) or nearly two fifths.

This amount is equal to seven dollars and forty-four cents (\$7 44) to every white child in the State between the ages of four and eighteen years, and to fifteen dollars and ninety cents (\$15 90) for each child enrolled on the Public School registers.

The total amount of money expended was four hundred and eighty-three thousand dollars, (\$483,000,) leaving a balance on hand September first, eighteen hundred and sixty-three, of ninety-seven thousand dollars, (\$97,000,) as nearly as the amount can be guessed at from the conflicting returns. This large balance arises from the fact that the School year closed two months earlier than under the old law, and does not indicate that the Schools have more than they can use. It is probable that at least thirty thousand dollars (\$30,000) was expended above the amount returned, as at least thirty districts failed to make any report of expenditures, and none are returned for those districts in the reports of County Superintendents.

It is for the Legislature to decide whether School officers ought not to be required to make some report of the public moneys which they receive and appropriate.

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## SCHOOLS.

The total number of Schools is seven hundred and fifty-four, of which two are High Schools, forty-eight Grammar, three hundred and sixty-four Unclassified or Mixed, fifty-eight Intermediate, and two hundred and eighty Primary Schools. The English High School in San Francisco numbers one hundred and twenty-five pupils; the English and Latin High School in Sacramento numbers some forty pupils.

The average length of time for which School was maintained in all the Schools during the School year of ten months, is five and four tenths months, or about six and five tenths months for a year of twelve months. Thirty-one Schools were kept open *less* than three months; one hundred and ninety-eight, or one fourth of the whole number, were maintained *only three months*; two hundred and eleven, or a little more than one fourth of all the Schools, were kept open less than six months; one hundred and fifty-seven were maintained less than nine months; and one hundred and fourteen, or one seventh, nine months and over.

Of seven hundred and fifty-four, the whole number of Public Schools, only two hundred and nineteen, or a little more than one fourth, are

**FREE SCHOOLS**; all the rest are partially maintained by rate bills and tuition—in other words, are half-private Schools.

These facts speak for themselves; they need no comment asking for a State tax to make the Schools free, and to continue them at least nine months in the year.

A child attending School only three months in the year, from the age of six to eighteen, could only attend three years, leaving nine years of wasted time.

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## SCHOOL CHILDREN.

The returns of School Census Marshals were made with more than usual care, and bear evidence of being very generally correct. A careful examination of the statistical columns will be found instructive.

The total number of white children in the State between the ages of four and eighteen is seventy-eight thousand and fifty-five, of whom twenty-nine thousand attend Public Schools; nine thousand Private Schools; *twenty thousand, between six and eighteen years of age, ATTEND NO SCHOOL*; twelve thousand more, between the ages of four and six years, attend no School; leaving only about eight thousand unaccounted for in the returns.

The census returns indicate the number usually attending the Public Schools at any one time as twenty-nine thousand; the Teachers report thirty-six thousand five hundred and forty as enrolled during the year; the average number belonging (filling up some counties with approximate numbers) is twenty-three thousand; and the average daily attendance is twenty thousand.

It is fortunate for the health and physical development of the children, that out of sixteen thousand between four and six years of age, only three thousand seven hundred attend the Public Schools; but large numbers of that age attend the Private Schools, particularly in San Francisco, many of whom go to Private Schools because they are excluded by law from the Public Schools.

The total number of children attending Public and Private Schools is thirty-eight thousand. Deducting four thousand between four and six years of age, whose attendance is worse than useless, we have about thirty-four thousand children, between the ages of six and eighteen years, attending School, and twenty thousand children of the same age not attending any School; or, in other words, only two thirds of the children of the State who ought to be at School are found there. Here, then, are twenty thousand living arguments in favor of a State School tax. Were good Schools provided, fifteen thousand of these children would be in attendance. These incontrovertible facts may well startle us, in view of the future of our State. The number of children under four years of age is thirty-nine thousand; in two years, half, at least, of these will be old enough to attend Schools if they are provided. If the State does nothing for the better maintenance of Public Schools, we shall soon be in the condition of England, where *fifty-seven per cent* of the children never attend any School whatever.

The total number of white children under eighteen years of age is one hundred and seventeen thousand one hundred and thirty-six; the whole number of children and youth under twenty-one years of age is

one hundred and twenty-one thousand two hundred and sixty-five, of whom seventy-four thousand eight hundred and thirty-five were born in California.

All these returns clearly demonstrate that a more liberal provision for Public Schools must be made, to meet the demands of the rapidly increasing number of children.

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### ATTENDANCE.

The average number of pupils belonging to the Public Schools is returned as twenty-two thousand nine hundred and sixty-five; and the average daily attendance, at nineteen thousand nine hundred and ninety-two. The average percentage of attendance on the average number belonging, is eighty per cent—probably a near approximation. The new School Registers will secure exact returns another year. Here, then, is a loss through irregularity of attendance, of one fifth of the money expended, and one fifth of the time of the children attending. The percentage of daily attendance on the whole number enrolled on the Register for the year, is only *fifty-four* per cent, showing a loss of nearly half.

The evils of absenteeism and irregular attendance are among the most serious of any encountered in the administration of the Public Schools; and the attention of all Teachers and School officers ought to be turned to some remedy. The average time during which Schools are maintained is only six and one half months, at best; and taking into consideration the loss through irregular attendance, the average time of attendance for the thirty-six thousand enrolled scholars is only three and one half months. The daily average percentage of attendance on the whole number of children in the State, between four and eighteen years of age, is twenty-four and one half per cent. In Massachusetts, the same percentage of attendance on the census children between three and fifteen years of age is seventy-six per cent.

The percentage of enrolment in the Public Schools on the whole number in the State, between four and eighteen, is forty-six; in Massachusetts, the same percentage is ninety-five.

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### TEACHERS' WAGES.

The average salary of all the Teachers, male and female, in the State, is found by the returns to be eighty dollars (\$80) per month; but as the average time for which Schools are maintained is only six months, and as Teachers are paid only for time actually employed, the average annual salary is only four hundred and eighty dollars (\$480.) The total amount paid for Teachers' salaries during the year, was three hundred and twenty-eight thousand dollars, (\$328,000,) divided by the whole number of Teachers employed, it will give three hundred and fifty-seven dollars (\$357) to each.

Out of this annual average salary Teachers must board and clothe themselves, and pay their income tax! An average servant girl receives

three hundred dollars (\$300) a year, *and her board*; an average farm hand gets the same; and even an able bodied Chinaman gets three hundred dollars (\$300) a year, boarding himself. The lowest monthly wages paid to any male Teacher was twenty-nine dollars, (\$29,) the Teacher boarding himself. A missionary ought to be sent to that district at once by the State Educational Society.

What kind of talent can be commanded at such rates? Few Schools in the State pay a salary sufficient to induce men of capability and experience to remain long in School; as soon as they can make an escape from the School room into some other pursuit, they shake the dust from their feet as they cross the threshold, and leave the place to be filled by some raw recruit whose *cheapness* is his only recommendation. It is an old and true maxim, "As is the Teacher, so is the School;" and it may be added, as is the salary, so is the Teacher. Until Trustees are willing to pay better salaries, the character of the Schools cannot be permanently raised.

Occasionally a good Teacher, just arrived from the East, will take charge of a School long enough to get the means to travel somewhere else; but permanent Teachers cannot be obtained.

A New York County Superintendent remarks:

"Is it true that the education of our children is *really* of less value than any of the other objects and pursuits in life that men are engaged in? One thing is certain, that less wages are paid to worthy, qualified, and faithful Teachers of children than to laborers of the same qualifications in any other calling, while, at the same time, it cannot be denied that the Teachers of our State are doing more to form and direct the habits of thought and mould the characters, mental and moral, of the next generation than all other professions and callings combined. It is true, complaints are made that Teachers do not qualify themselves properly for the performance of their high and responsible trust; and this complaint is just, in many instances; but it is equally true that more than half of our best qualified Teachers are literally starved out of the profession—not because they prefer some other, but because necessity compels them to flee to something else to get bread for themselves and families. Now, how can our Schools be elevated to and maintained at that high standard which the best interests of our common country, the prosperity of our State, and the welfare of our individuals require, so long as the present system continues of thrusting out our devoted and experienced Teachers and supplying their places with those who will work cheap?"

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### CHANGE OF TEACHERS.

The average length of time in which Teachers have been engaged in teaching the same School, is returned as *seven months*. This tells more than volumes of the *itinerant* character of the occupation of teaching. Teachers literally have no abiding place; they go wandering round the country, picking up a three months' School here, and a four months' one there, and then, "Fold their tents, like the Arabs, and as silently glide away."

*What a contrast* is this to the Schools of Prussia or Germany, where

the Teacher often teaches the same School during a lifetime. What inducement have Teachers to remain in the occupation any longer than stern necessity compels them? The average length of time of the employment of Teachers in the same School in Yuba County, is one year and one fourth; in the Counties of Tuolumne, Shasta and Santa Cruz, one year; San Francisco made no returns, but the average would probably be about one year and a half. The longest time any Teacher has taught the same School is returned by San Francisco—eleven years; and the next longest by Yuba—nine years—Mr. D. C. Stone of Marysville. The number in the State who have taught the same School two years and over, is seventy-seven. The number of Teachers who subscribe for an educational journal is returned at two hundred and seventy-seven—one fourth of the whole number in the State. The preceding statistics show why the number is so small—the Teachers never remain long enough in one place for their Post Office address to reach them.

Of course, it is utterly impossible to have anything like systematic instruction while this condition of things exists; and it must and will exist until sufficient money is raised by taxation to continue School during the year, and to pay Teachers a salary which will induce good ones to remain permanently in the occupation.

On this subject, one of the County Commissioners of New York thus remarks:

“Another great hindrance to the advancement of our Schools is the continued change of Teachers every three or four months. It takes a good Teacher just about that time to introduce his system into a strange School, and get it into good working order; he gets the rubbish removed, his foundation laid, and just commences to build, but his term has expired, and another takes his place who does not understand or does not approve his plan, and he goes over the same ground by some other method, and his term expires; and so on to the end of the chapter. The habits of thought and reasoning introduced and initiated by one Teacher are broken up by the next, till the mind of the child becomes a confused jumble of ideas, without any plan of clear and well defined thought on any subject, and thus they are turned out into the world to *guess* their way through it as best they can. I have often wondered that our children leave School knowing half as much as they do. Were it not for the scraps of practical education picked up in the nooks and corners of life, no one knows where or how, the results of our system of education would be much more deplorable than they are.”

B. G. Northrop, the energetic School Travelling Agent of Massachusetts, says:

“In chemistry, in the arts and agriculture, experiments, however expensive, are often necessary and useful. Persevering trials and repeated failures usually precede and sometimes suggest valuable inventions. But of all experimenting, the most needless, costly, and fruitless, and yet the most common, is the practice of ‘placing a new hand at the wheel’ annually, or even twice a year, in our School-houses. When passing through Hurl Gate in a storm, some months since, I observed how much the apprehensions of timid passengers were quieted by the simple statement: ‘Our good Captain has run safely on this Sound for forty years.’ The assurance that an experienced hand guided the helm at once inspired hope and confidence. But if false economy, pre-



judice, caprice, or favoritism placed new Captains or Pilots twice a year on our noble 'Sound steamers,' how soon would they be condemned and forsaken by an indignant public. And yet not a few prudential Agents in our districts, from mere whim or pique, or more often from open nepotism, practice a system of change in Teachers, which introduces confusion, waste, weakness, discouragement, and often retrogression, in the place of system, economy, efficiency, and progress. This is the prolific source of most serious defects now hindering the usefulness of our Schools. True, there has been an encouraging advance for some years in respect to the permanency of Teachers. But my own observation convinces me that there is a pressing need of far greater progress in this direction.

"The Teacher for the time being stands in the place of the parent. And what results would be realized in the family were a new step-father or step-mother to be semi-annually invested with parental authority? The picture of anarchy and alienation which this question suggests need not here be drawn. The evil is hardly less serious in the School than it would be in the household. What would be the effect of a semi-annual change of Clerks and Bookkeepers in our mercantile establishments, or of Agents and Overseers in our manufactories, or of Financiers in our banks, or of Masters of our merchantmen, or Commanders of our ironclads, or of Doctors in our families, or of Pastors in our parishes? Shrewd men never make such blunders in business matters, although such frequent changes would be less disastrous to worldly enterprises than they are to the best interests of Schools. While the country is mourning over the sad loss of life and treasure by the frequent changes in the Commanders of our armies, let us not also practically deny the value of experience in the most vital interests committed to our charge at home—the training of our children."

Hon. Newton Bateman, of Illinois, says :

"When we consider how important is the element of *permanency* to the success of any calling or profession, we are prepared to estimate the magnitude of the evil. It takes time for Teachers and pupils to become acquainted with each other, and until this is done neither party is in proper condition to work with best effect. Every Teacher should be a close student of the character, disposition, and aptitudes of his scholars, for in no other way can he wisely adapt the requirements and disciplinary forces of the School to each one. But this requires time. Teachers differ also in their methods of instruction, principles of government, and general manner of dealing with children; and when the latter become familiar with the conduct of a particular Teacher in all these respects, the transition to one of different and perhaps opposite principles and practice, cannot fail to be detrimental, even if the new Teacher is as competent as the old one. It is all important, too, that pupils should entertain sentiments of confidence, respect, and affection for their Teacher; but these are not born in a day."

## ATTENDANCE ON INSTITUTES.

The number of Teachers who attended the State Institute is returned as three hundred and eight, though the number from the Institute record is shown to be upwards of four hundred. Two hundred and forty-two Teachers attended the County Institutes. The number of Teachers allowed and paid for their time in attendance on Institutes was only *eighty-six*. The intelligent, liberal, and shrewd Trustees who sent their Teachers to School, and continued their salaries while there, ought to have their names inscribed on an Institute roll of honor. In the State of New York, last year, nine hundred and forty-four Teachers attended County Institutes, and eight thousand six hundred and sixty-five dollars (\$8,665) was paid by the State for conducting them. Teachers who attend Institutes, ought in all cases to have their salaries continued while attending. Officers and privates who attended the Military Encampments were allowed pay and their travelling expenses; why should Teachers be expected to pay their own expenses, and lose their time in School besides? Institutes are only the drill encampments of Teachers, and if Trustees desire to have well trained Schools, they must give their Teachers seven day's rations and send them into camp.

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 REPORTS OF COUNTY SUPERINTENDENTS.

In consequence of the change of School year, requiring reports two months earlier than formerly, the election of two Boards of School Trustees—one in April, the other in August—the change of blanks and forms, and the revision of the School Law, as might be expected, the returns of the various School officers have been quite irregular, and the year will be marked as a transition period. School Trustees and Teachers were so tardy in making their returns, that County Superintendents could not get the material for making their own reports in season. On the twentieth of September, the time required by the law for the return of reports in this office, only one report, that of Mono County, had been received; and as that county reported but one School, the report involved no very great labor. On the first of October half a dozen counties had reported. The others came straggling into the office between the first and twentieth of October, except those of Santa Cruz and Monterey, which were received on the twenty-second of October.

As the law requires the Report of the Superintendent of Public Instruction to be made to the Governor on the first of November, a vast amount of work has been thrown upon the Department, necessary to be done in a very few days. The labor of compiling and correcting the statistics would have occupied the Superintendent and Clerk, working in ordinary business hours, at least one month of active employment. It has been accomplished only by working night and day, and by employing a large extra force.

At the present date, (October twenty-fourth,) the supplementary reports of Sutter and Sonoma Counties have not been received. The County Treasurers were equally behind time. After repeated dunning

letters, the reports of all were secured, except from Sierra, San Diego, Sacramento, Merced, and Del Norte.

The condition in which most of these reports reached this Department cannot be said to be at all satisfactory. On quite a number, both of Treasurers and Superintendents, the "totals" were not given,—the work of addition being left for the State Superintendent to perform.

How correctly the statistics were transcribed by County Superintendents from the reports of Census Marshals, Teachers, and Trustees, the State Superintendent has no means of knowing, but, with a few honorable exceptions, the addition of the various columns, after the figures were put upon the report, was made in violation of all rules laid down in Pike's, Daboll's, or Eaton's Arithmetic. So unreliable were the majority of the reports, it was found necessary to run over the addition of every figure and every column of them all. The reports of the Counties of Sacramento, Sonoma, Amador, San Francisco, Marin, Stanislaus, Tuolumne, and San Mateo, were in the main correct, and well made out, and in some six or eight others the errors were slight.

In one county report, out of thirty-five columns of addition, only eight were correct! The amount of State School Fund apportioned to that county was four thousand and forty-one dollars and eighteen cents (\$4,041 18); it was returned on the report as two thousand five hundred and forty-four dollars and ninety-five cents, (\$2,544 95.) The amount of School money derived from county tax, as correctly returned by the County Treasurer, was four thousand six hundred and fifty-six dollars and eighty-eight cents, (\$4,656 88); it was returned on the report two thousand six hundred and fifty-three dollars and forty-two cents, (\$2,653 42.) Error in amount of receipts, three thousand one hundred and forty-one dollars and seventy-four cents (\$3,141 74); in expenditures, six thousand six hundred and twenty-six dollars and forty-nine cents (\$6,626 49.)

One County Superintendent returns, under the heading "Number of children attending Public Schools," "None—vacation." Another returns one district as having maintained School twenty-two calendar months in the School year of ten months; and several Schools are returned, from various counties, as maintained eleven months. A table of "Errors and Variations," found among the Statistical Tables, exhibits the loose manner of making returns better than any comments could express it.

It is commended to a careful examination of all interested.

It would seem a simple matter to report correctly the "Amount of School Fund received from the State," for the apportionment is made semi-annually, and printed abstracts are sent to the County Superintendents and County Treasurers; yet, in returning this amount, only twelve County Superintendents reported it correctly—errors ranging from one hundred dollars (\$100) to fifteen hundred dollars (\$1,500). Twenty-five County Treasurers report the amount exactly, and the variations of others are in most instances slight. It would seem that County Superintendents ought to know the exact amount of School money raised by county taxes; yet *thirty-five* vary from the amount returned by Treasurers, and, in some instances, to the amount of one thousand dollars (\$1,000.)

As the County Treasurer reports to the County Superintendent the amount of County School tax, and the Superintendent apportions it among the districts, the report of these two officers ought to exactly agree. When such blunders are made, what certainty is there that the money is correctly apportioned to the districts of the county?

*In making out the table of receipts for School purposes, the "State*

apportionment" has been taken from the records of the department; "Amount received from county taxes," from the County Treasurers' report, when any was made; "Amount received from district taxes and rate bills," from County Superintendents' report, and the total receipts from the addition of these items. The amount of receipts, as made up from these corrected returns is five hundred and eighty-one thousand and fifty-five dollars (\$581,055); amount as returned in columns of "totals," by County Superintendents, five hundred and fifty thousand one hundred and one dollars (\$550,101); amount from corrected addition of "items" on reports of County Superintendents, five hundred and sixty-three thousand and twenty-two dollars (\$563,022.)

The report of expenditures was necessarily taken entirely from the reports of Superintendents. The amount returned in the columns of totals as added by County Superintendents, was four hundred and sixty-six thousand five hundred and forty-two dollars (\$466,542); the corrected addition of all the columns in the reports gave four hundred and eighty-four thousand three hundred and seventy-six dollars, (\$484,376). The balance on hand at the close of the School year, August thirty-first, from the reports as corrected, was ninety-six thousand dollars (\$96,000); as reported by County Superintendents, one hundred and ten thousand dollars (\$110,000); by County Treasurers, one hundred and seventeen thousand dollars (\$117,000). Trustees are partly in fault, but they are not responsible for blundering additions.

I beg leave to call the attention of County Superintendents elect to section twenty, Revised School Law, which section will be strictly enforced next year:

"SECTION 20. If the County Superintendent fail to make a full and correct report to the Superintendent of Public Instruction of all statements required to be made by law, he shall forfeit the sum of one hundred dollars from his salary; and the Board of Supervisors are hereby authorized and required to deduct therefrom the sum aforesaid, upon information from the Superintendent of Public Instruction that such returns have not been made."

As one remedy against this systematic return of errors to the Department, a law should be passed providing that School Districts forfeit their apportionment of public money, whenever the Trustees fail to make their reports according to law.

To meet the contingencies which have arisen during the year, in consequence of a change of School year, the Revised School Law contained the following provisions:

"SECTION 7. Whenever the returns from any county, city, or district shall be so far defective as to render it impracticable to ascertain therefrom the share of public moneys which ought to be disbursed or paid to such county, city, or district, the Superintendent of Public Instruction shall ascertain, by the best evidence in his power, the facts upon which the ratio of such apportionment should depend, and shall make the apportionment accordingly."

"SECTION 18. The County Superintendent, whenever the returns from any city, town, or district, on which the apportionment of School moneys

is made, are so far defective as to render it impracticable to ascertain the share of moneys which ought to be disbursed or paid to such city, town, or district, shall ascertain by the best evidence in his power the facts upon which the ratio of such apportionment should depend, and shall make the apportionment accordingly."

As these sections were only intended to be temporary, I recommend that they be repealed. To retain them longer would be offering a premium on negligence and carelessness.

The Trustees must be held responsible to the County Superintendents for correct and prompt returns, and the State Superintendent intends to hold the County Superintendents up to the full discharge of their duties.

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### SALARIES OF COUNTY SUPERINTENDENTS.

A satisfactory reason why the reports of County Superintendents have been returned so full of imperfections, is found in the column of their salaries. Their average annual pay is only four hundred dollars (\$400). Stanislaus County carries off the palm of economy, paying twenty dollars (\$20) a year, or one dollar and sixty-six and two thirds cents (\$1 66 $\frac{2}{3}$ ) per month. Three counties pay only one hundred dollars, (\$100) per annum; three, one hundred and fifty dollars (\$150); four, two hundred dollars (\$200); four, two hundred and fifty dollars (\$250); one, three hundred dollars (\$300); four, four hundred dollars (\$400); five, five hundred dollars, (\$500); five, six hundred dollars (\$600); one, eight hundred dollars (\$800); three, one thousand dollars (\$1,000); and two, one thousand two hundred dollars (\$1,200).

El Dorado and Los Angeles pay one thousand two hundred dollars (\$1,200) each—a fair compensation; Nevada, Placer, and Sacramento, each, one thousand dollars (\$1,000). San Francisco pays four thousand dollars (\$4,000) per annum, but the offices of City and County Superintendents are united. Sonoma County, with fifty-four School Districts—the largest number of any county in the State—pays only eight hundred dollars (\$800); and Santa Clara County, one of the most populous and most wealthy, allows the munificent salary of six hundred dollars (\$600). Have these counties any right to expect the Superintendents to devote their time to the office, when they pay only the wages of day laborers? In either of these two counties an able man could devote every hour of his time to his official duties, and then fail to perform them fully. No wonder that these counties are filled with School-houses which "disgrace the State"—the Schools ornamented with rate bills, and the School-houses overgrown with wild mustard. Many of the farmers in these counties would not keep their blooded stock in the shanties where the children attend the "three-month Schools." San Joaquin County, with forty-seven Schools, pays only five hundred and fifty dollars (\$550), Yolo County only four hundred dollars (\$400), and Yuba only five hundred dollars (\$500). Butte County, with twenty-eight Schools, allows the extravagant salary of one hundred dollars (\$100)—a sum which would not pay for a saddle mule for the Superintendent to visit each School *once a year*. Contra Costa County is equally economical, paying only *one hundred and fifty dollars* (\$150).

The office of a County Superintendent is a responsible one. He is required to visit each School at least once a year, and in the larger counties this involves no small expense. He must examine Teachers, call and conduct County Institutes, apportion the School moneys, draw warrants on the County Treasury, and attend to a multitude of minor duties. The character of the Schools in a county depends greatly on the efficiency of the Superintendent. It would be true economy to pay good salaries to men who could give their whole time to the office, for then less money would be thrown away on worthless Schools.

The State Superintendent of Iowa thus alludes to this subject:

"It must also be remembered that there is an intimate connection, as a general principle, between the compensation and qualifications of an officer. A nominal compensation seems to contemplate nominal qualifications. It is not reasonable to suppose that we can secure the services of an efficient officer without a corresponding compensation. In this particular we have been more fortunate than we had reason to expect. The office has been ably filled in many of the counties, but the incumbents were elected before the salary was reduced. My attention was recently called, however, to a striking exception. A Superintendent had committed an error of over forty-nine thousand dollars in the addition of a single column, at which we need not be surprised when we learn that his annual compensation was less than one hundred dollars. If we expect men qualified for the Superintendency to assume and discharge its duties, we must remunerate them for it."

The County Superintendent of Stanislaus County thus moralizes on his compensation:

"He was paid last year twenty dollars, but will charge for this year one hundred dollars, but is apprehensive that his rebel Board of Supervisors will refuse to pay it, as he is the only Union officer in the county. Jordan is a hard road to travel! The County Clerk is ex officio Superintendent, and as he has never been paid anything for acting as Superintendent, he could not afford to hazard the liberality of the Supervisors."

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#### REPORTS OF TEACHERS AND TRUSTEES.

According to the returns of County Superintendents, seventy-nine Teachers failed to make reports to those officers. The law provides that no Teacher shall draw the public money until a full and correct report shall have been made to the Trustees and County Superintendent; but the Superintendents, accustomed to the easy way of overlooking little trifles like these not unusual failures, allow the statute to remain a dead letter, draw the Teacher's warrant, and offer thereby a premium to carelessness or wilful neglect.

The School Trustees of *one hundred and twenty* districts, or one seventh of the whole number in the State, failed to make any reports. In some instances, the financial statistics which the Trustees failed to furnish were filled up with not very accurate approximations, and in many others were left blank, with the exception of a figure "3" inserted.

the column "Number of calendar months school was maintained," guessing at just enough to secure the State apportionment, and save the delinquent districts from the penalty so richly merited. The State Superintendent retains anything but pleasant recollections of the annoyance, vexation, and extra hours of work long past the hour of midnight, for two successive weeks, and will be found deaf to all appeals for supplementary apportionments from sorrowing Trustees, who never fail to make a thousand and one good and sufficient reasons for not doing their duty. I recommend that a stringent law be passed cutting off without a shilling all districts whose Trustees fail to report their receipts and expenditures. A dozen districts served in this summary manner, would secure prompt reports from each and every Board of Trustees in the State; and a few hundred dollar deductions from the salaries of County Superintendents would "add up" their columns according to law.

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### DISTRICT SCHOOL TRUSTEES.

Under the Revised School Law, Trustees are elected for the term of three years. It is a matter of wonder and astonishment that this simple provision for advancing the interests of the Schools was not thought of and adopted years ago. The evils of the old system of annual elections for one year are self-evident.

It requires, at least, one year for any ordinary citizen to become familiar with the duties of the office, and just at the time when he knew how to do his duty, he was turned out and another apprentice taken to try his hand at blundering. Each new Board had its pet Teacher to be employed, and the old Teacher was compelled to make his annual migration to another climate. One Board employed a female Teacher; the next wanted a male Teacher. No record being kept, each new Board depended on tradition for its knowledge of the doings of the preceding one. All petty district squabbles and bickerings ended in an annual fight at the ballot box. The Teacher had little inducement to do his duty faithfully, for the "new Board" knew nothing of him, and cared less. If the Teacher, by chance, offended some troublesome parent by enforcing wholesome discipline, and the "Board" sustained him, the "next election" settled the fate of both. Half the School Districts in the State are suffering to-day from the "parties" and the enormities engendered by this system.

As now constituted, the Board will always have a majority of members thoroughly familiar with the routine of official duty; a good Teacher will hold a permanent position, and fewer "favorites" and "relations" will be quartered on the Schools. A record of proceedings will be kept; a financial report will be kept; reports will be made at the proper time; the Trustees will become familiar with the School Law; fewer blunders will be made; fewer Teachers will lose their salary; good Teachers will be better appreciated; poor ones will lose their occupations; and a better condition of things generally must prevail. The importance of the duties of Trustees cannot well be over-estimated. They are the executive agents of the people, and the exponents of *their wishes*. They should be men fitted to mould the public sentiment *of the district*. All the efforts of the State, of the Superintendent of

Public Instruction and of County Superintendents, may be made by them of no avail whatever. Their powers and duties are numerous and varied. They expend all the money raised by the State, county, and district taxes, and rate bills, for School purposes; they employ and dismiss Teachers; they provide maps, black-boards, furniture, and School apparatus; they prepare plans for School-houses; admit or expel pupils; provide books for indigent children; fix the amount of rate bills; assess and collect district taxes; fix the rate of Teachers' wages; appoint the School Census Marshals; visit the Schools and make the reports on which are based the returns of County Superintendents to the Superintendent of Public Instruction. If they choose to employ an illiterate and incompetent Teacher, the public money is wasted. If they erect an ill planned, ill ventilated, ill constructed School-house, it remains for many years, a monument of their incompetence. If they build none at all, the children remain in hovels "which disgrace the State." If they reduce the rate of Teachers' salaries to the wages of a common laborer, there is no redress. If they take no measures for assessing a district tax, the children remain untaught, or only half taught. If they think an old water bucket, a battered tin dipper, and a worn out broom, all the School apparatus necessary, the Teacher must lose half his labor from want of the proper appliances of education. If they refuse to sustain the Teacher, he must take up his bed and walk. If they make incorrect reports, they cannot be corrected elsewhere. If they make no returns, the district loses the public money, the children are defrauded of their rights, and there is no penalty attached.

Is the office of School Trustee, then, one of little importance? Does it not require good judgment, common sense, experience, and, above all, a living faith in our American System of Public Schools?

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## REVISED SCHOOL LAW.

During the last session of the Legislature, the Senate Committee on Education referred the subject of revising and codifying the School Law to the Superintendent of Public Instruction. That officer takes pleasure in acknowledging the valuable aid of the Chairman of the committee, Alexander G. Abell, Esq., and of Daniel J. Thomas, Esq., of Sacramento. Sections thirty-seven, thirty-eight, thirty-nine, and forty, relating to the assessment and collection of district taxes and rate bills, were drafted by Mr. Thomas, and few delinquents will be likely to evade the payment of School taxes by reason of the looseness of the law.

The principal amendments and new provisions may be briefly summed up as follows:

*First*—A change of School year, making the new year end August thirty-first, instead of October thirty-first, as formerly, in order that the report of the Superintendent of Public Instruction may be presented to the Legislature at the opening of the session in December.

*Second*—A provision requiring the Superintendent, at the expense of the State, to furnish a School Register to each School in the State.

*Third*—Requiring the Superintendent, during at least four months in the year, to visit Schools in different parts of the State, to attend County



Institutes, and to address public assemblies on subjects relating to Public Schools; and providing for the payment of travelling expenses.

*Fourth*—Repealing the restriction prohibiting a County Superintendent from holding office and teaching School at the same time.

*Fifth*—Provision for the annual appropriation of one hundred and fifty dollars (\$150) out of the County General Fund, for the payment of expenses of County Teachers' Institutes.

*Sixth*—Making the term of office for School Trustees three years, instead of one, as formerly, and providing for the election of one Trustee, annually.

*Seventh*—Making the Board of Trustees a body corporate, with power to convey or receive property.

*Eighth*—Giving the Trustees power to unite contiguous districts for the purpose of establishing Union Schools.

*Ninth*—Providing a stringent law for the assessment and collection of district taxes for building purposes, or for the support of Schools.

*Tenth*—Providing for the collection of rate bills.

*Eleventh*—Authorizing the Trustees to establish Union Grammar Schools for the accommodation of advanced pupils in contiguous districts.

*Twelfth*—Authorizing the State Board of Examination to issue "State Educational Diplomas," valid for six years; also, State Certificates of the first grade, valid for four years; and second and third grade, valid for two years.

*Thirteenth*—Authorizing County Boards of Examination to issue first grade certificates for two years, and second grade for one year, with power to renew without re-examination. Also, authorizing County Superintendents to issue temporary certificates, and providing for the payment of Teachers who constitute County Boards of Examination.

*Fourteenth*—Giving the State Board of Education power to prescribe and adopt a uniform series of School text books, and requiring the same to be used in all the Schools of the State, except those in incorporated cities under the control of local Boards of Education.

The Revised Law has been received with general satisfaction, and will greatly increase the efficiency of the Schools. To the effect of some of the amendments and new provisions, I shall refer at length in another part of this report.

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## STATE TEACHERS' INSTITUTE.

In the month of February, eighteen hundred and sixty-three, a circular calling a State Institute in the City of San Francisco, on the fourth of May, was issued by the Superintendent and sent to every School officer in the State. The advantages arising from Institutes were thus set forth:

"No event in the history of education in the United States has proved so fruitful of beneficent results as the organization of Institutes and Conventions. They are not intended as substitutes for Normal Schools, nor can they educate Teachers to the business of their profession; yet they serve the most admirable purpose of improving those who are only temporarily engaged in the profession, of furnishing those who are not sys-

tematically trained, with the best methods of instruction, and of increasing the efficiency of professional Teachers.

"The exercises of an Institute involve an outline view of subjects relating to the proper mode of imparting instruction, present the latest information regarding the progress of education in our own and in other countries, and afford an occasion for experienced Teachers to present practical views, which cannot be obtained from books. The best thoughts and best acquirements of the most original Teachers are elicited and thrown into the common stock of professional knowledge. They influence public opinion, by bringing the Teacher's labors more prominently before the community, and by promoting a higher estimate of the Common School in its vital relation to society and the State. The routine of a Teacher's daily life limits his influence to the narrow sphere of the School-room; but the proceedings of an Institute are carried by the press to thousands of families in the State, and his views become an active element in public opinion. No obstacle to the progress of Free Schools is so formidable as the apathy and indifference of the people. Eloquence the most winning, and logic the most convincing, alike fall dead upon the ears of those who see nothing in the establishment of Common Schools but an increase of the rates of taxation.

"If the people of our State are indifferent to Public Schools, it is only because more absorbing topics engage their attention, while the educational interests are not urgently and persistently presented to their view.

"The Teachers of California constitute the advanced guard of the great army of instructors in the United States, cut off from all personal communication with the main body, and too distant to feel the influence which are perfecting the drill and discipline of the corps in older communities. There are more than six hundred men engaged in teaching in this State, embracing, probably, a greater amount of talent, energy, and ability, than would be found in the same number in older States. Many of these are men of high attainments, forced by the circumstances of a new State into the temporary occupation of teaching; but, though liberally educated, and schooled by experience and travel, they are not familiar with the new methods of instruction known to the professionally trained Teacher; and to such, the practical knowledge communicated in a single session of an Institute is invaluable.

"Nor is the Institute less productive of useful results to *professionally* educated Teachers.

"Associations and conventions in other States have changed teaching from a monotonous routine to a skilful art. The abstract, didactic, pedantic, book-bound style of the old-school teaching has been succeeded by more natural and philosophical methods of developing the human mind.

"And while Institutes have accomplished so much in introducing better methods of instruction, they are no less beneficial in their effects on the mental habits of the Teachers. Constantly imparting to minds inferior to his own, his faculties exercised in one direction only, his full strength seldom called forth, he needs the stimulus of contact with his equals or superiors. A vigorous contest in a new arena lessens his self-conceit and brightens his faculties.

"It is a common notion that the occupation of teaching makes a man narrow-minded, or leads him into eccentricities which stick to him like burrs; but it is not true of a Teacher who has in him the elements of living scholarship. He may, it is true, run in the grooves of daily habit until he becomes a machine for dragging the dead weight of a School

but, on the other hand, he may, while imparting to others, himself drink from the perennial fountain of true scholarship.

"But no occupation is more exhausting to nervous force and mental energy than teaching; and the Teacher needs, above all others, the cheering influences of pleasant social intercourse with those whose tastes and habits are similar to his own.

"No wonder, then, that the Schoolmaster, buried in some obscure district, surrounded only by the raw material of mind, which he is trying to weave into a finer texture, without access to books, his motives either misunderstood or aspersed, his labors often seemingly barren of results, his services half paid, with no amusement but the collection of delinquent rate bills, and no study but 'how to make both ends meet;' no wonder that he sometimes becomes moody and disheartened, loses his enthusiasm, and feels that the very sky above him is one vast blackboard on which he is condemned to work out the sum total of his existence.

"He only needs the social intercourse of institutes, and the cordial sympathy of fellow-Teachers, there evoked, to make the heavens glow with hope. There he finds his difficulties are shared by others, his labors are appreciated, and his vocation respected.

"The duties of the Teacher are not limited to the School-room; his influence should extend to society around him. If Teachers fold their arms in listless apathy, it is not strange that public opinion is 'dead as a door nail' to their demands. There was a time when a man taught School because he was fit for nothing else; but all such fossils lie buried in the strata of past educational epochs. Now, a living man is asked for—not an abridgement of mathematics.

"As Teachers, we are debtors to our profession; and our patriotism in this great crisis of national affairs ought to incite us to an earnest devotion to the advancement of our system of Free Schools; a system essential to the existence of a free people, and the permanence of a free government.

"It is our duty to implant and cultivate in our Schools a higher regard for freedom, a sounder faith in the fundamental principles upon which a representative government is based, and a higher estimate of the incalculable blessings conferred by the Constitution—firm in the conviction that our country is working out for the future, amid the present storm, a higher order of civilization and a nobler conception of liberty."

Pursuant to this call, one of the largest and most enthusiastic Institutes ever assembled in the United States was organized on Monday, May fourth, and continued in session during the week. Four hundred and sixty-three registered members were present, and the daily sessions were attended by hundreds of others interested in Public Schools. A course of free public evening lectures was delivered before the Institute by the following lecturers:

Prof. George W. Minns.....	Physical Geography.....
Prof. Whitney, State Geologist.....	Character of Humboldt.....
Rev. Thomas Starr King.....	Bigelow Papers.....
Superintendent of Public Instruction	Relation of the State to Public Schools.....

Lectures, essays, and addresses were read before the Institute during the day sessions by the following gentlemen :

Prof. S. J. C. Swezey.....	Normal Schools, and English Composition.....
Rev. S. H. Willey.....	The Place and Relations of the College in our System of Education.....
Theodore Bradley, Esq.....	School Discipline.....
H. P. Carlton, Esq.....	Object Teaching.....
D. C. Stone, Esq.....	Grammar.....
Rev. J. E. Benton.....	Elocution.....
Bernhard Marks, Esq.....	Waste.....
Dr. F. W. Hatch.....	Need of Good Teachers.....
John S. Hittell.....	Defects in Teaching.....
John Swett.....	Common Sense in Teaching.....
Hubert Burgess.....	Linear Drawing.....
Ahira Holmes.....	Condition of State Normal School.

The result of the Institute was highly satisfactory. The Teachers who met in Convention evidently meant *hard work*; and they performed a vast amount of it—remaining in session from nine to ten hours each day. Aside from all the incidental labors and benefits of the Institute, five substantial and solid facts remain as monuments :

*First*—The establishment of an educational journal—the *California Teacher*.

*Second*—The adoption of a uniform State series of text books.

*Third*—Action on the question of a State tax for the support of Public Schools.

*Fourth*—The organization of a State Educational and Professional Society.

*Fifth*—State Diplomas and Certificates.

So thoroughly was the work of the Institute accomplished, that I deem it neither necessary nor advisable to call another for two years to come, and consequently ask for no appropriation for that purpose. County Institutes, efficiently organized, will, in a measure, supersede the necessity of State Institutes.

The proceedings of the State Institute were published in pamphlet form of one hundred and sixty-six pages, and the thanks of Teachers and School officers are merited by the State Printer for the elegant typographical appearance of the volume. An edition of two thousand four hundred copies was distributed among the various School officers of the State.

#### CONVENTION OF COUNTY SUPERINTENDENTS.

During the week of the Institute, a Convention of County Superintendents, held in one of the committee rooms of Platt's Hall, was attended by the Superintendents of the following counties :

Napa, Alameda, Santa Clara, Nevada, Butte, San Mateo, Solano, Contra Costa, Amador, Sutter, Tuolumne, El Dorado, and Calaveras.

Three sessions were held, and various subjects were acted upon. The most important measure, however, was the action in favor of a State tax for the support of Public Schools. The County Superintendents, with but one exception, were strongly in favor of the measure, and it was resolved that petitions for a State School Tax should be circulated in all parts of the State. The results of the meetings were highly satisfactory to all, and, in my opinion, a Convention of all the County Superintendents in the State ought to assemble annually, for the purpose of securing uniformity of action and of devising plans for the improvement of the Schools. Next March the County Superintendents elect enter on the discharge of duties, to most of them, entirely new. If a Convention could be called in April or May, in which the new and inexperienced officers should receive the benefit of suggestions from those who are familiar with the subject, its influence for good would be very great. Since the receipt of the last annual reports, I have been deeply convinced of the need of such a Convention. The great difficulty in the way is, that the entire annual salary of many of the County Superintendents would hardly pay the expense of a week's trip to San Francisco.

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#### STATE BOARD OF EXAMINATION.

A session of the State Board of Examination was held during the week of the Institute, for the purpose of enabling Teachers to secure professional diplomas and certificates under the new School Law.

The Board appointed by the State Superintendent was composed as follows:

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A. H. GOODRICH.....	County Superintendent of Placer County.
J. A. CHITTENDEN.....	County Superintendent of Nevada County.
REV. A. HIGBIE.....	County Superintendent of Napa County.
J. B. OSBOURN.....	County Superintendent of Butte County.
M. C. LYNDE.....	County Superintendent of El Dorado County.
REV. B. N. SEYMOUR.....	County Superintendent of Alameda County.
GEORGE TAIT.....	County Superintendent of San Francisco.
GEORGE W. MINNS.....	San Francisco High School.
ELLIS H. HOLMES.....	San Francisco High School.
THEODORE BRADLEY.....	Denman Grammar School.
THOMAS S. MYRICK.....	Union Street Grammar School.
D. C. STONE.....	Marysville Grammar School.
J. B. MCCHESENEY.....	Nevada Grammar School.

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The examination was conducted in writing. The following sets of questions were used:

Subject.	No. of Questions.	No. of Credits.
Arithmetic .....	15	100
Geography.....	10	100
Grammar.....	10	100
Algebra.....	15	100
Natural Philosophy.....	10	50
Physiology.....	10	50
History of the United States .....	10	50
Definitions, (twenty-five words).....		25
Spelling, (twenty-five words) .....		25
General Questions on Methods of Teaching .....	15	100

Ninety-five Teachers registered themselves for examination, but several withdrew on account of illness, and others were compelled to leave the city, so that only seventy-four completed the examination. The candidates were seated at tables in a large hall, and printed sets of questions furnished to each. Two hours were allowed for writing the answers to each set, except spelling and definitions, which were allowed half an hour each. It required from twelve to sixteen hours of unintermitting labor to complete the entire examination; and when it is considered that all this had to be done in addition to attending the regular Institute exercises, it is evident that the Teachers were busily engaged. The papers were designated by numbers, and the corresponding names held by the Chairman of the Board until the examination of the papers was completed. Each answer was carefully credited according to its merits, and the result transferred to a tabular statement.

All the papers were examined in the office of the Superintendent of Public Instruction. The examination of more than three thousand closely written pages of foolscap was no trifling task; and if it cost the Teachers an effort to write it, the Examiners were quite as tired of it before the work was completed. I take pleasure in returning my thanks to Professor Swezey and T. C. Barker, Esq., for services rendered me in the examination and crediting of the papers.

The Board decided to grant "State Educational Diplomas," valid for six years, to all whose papers were credited higher than seventy-five per cent, and who had also been engaged in teaching at least three years; State Certificates of the First Grade to those who passed higher than sixty-five per cent; Second Grade Certificates, fifty per cent; and Third Grade, forty per cent.

The work of examination was completed on the tenth of June, and Certificates issued under seal of the Department of Instruction, signed by the Superintendent of Public Instruction.

Nine State Educational Diplomas were issued to the following named Teachers, whose papers exhibited a high degree of scholarship, and who have reason to be proud of the honor of being the pioneers of a corps of *Professional Teachers* in this State:

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T. C. BARKER.....	San Francisco.
STEPHEN G. NYE.....	Centreville.
BERNHARD MARKS.....	San Francisco.
T. W. J. HOLBROOK.....	San Francisco.
JOSEPH W. JOSSELYN.....	San Leandro.
THOMAS EWING.....	Cacheville.
WILLIAM K. ROWELL.....	Brooklyn.
CYRUS W. CUMMINGS.....	Vacaville.
EDWARD P. BATCHELOR.....	San Francisco.

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State Certificates were issued as follows :

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First Grade Certificates, valid for four years.....	7
Second Grade Certificates, valid for two years.....	10
Third Grade Certificates, valid for two years.....	20
Whole number, including Diplomas.....	46

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Thirty-one candidates were rejected by the Board, and quite a number, finding the examination too difficult, withdrew without completing their papers. Some of the papers exhibited a degree of ignorance and carelessness which indicated no small degree of self-conceit on the part of the writers in presuming to attempt to pass themselves off as Teachers.

It is possible that some few really good Teachers failed to receive certificates, being unaccustomed to a written examination; but, surely, a Teacher ought to be able to express his thoughts clearly and concisely in writing. The examination indicated that the Teachers were generally "well up" in arithmetic, algebra, spelling, and technical grammar; but deficient in physical geography, natural philosophy, physiology, history of the United States, and methods of teaching. A few specimens of answers, selected from by no means the worst, will show that while we have many accomplished Teachers in the State, there are some that are hardly up to the standard of modern Teachers.

In geography the following answers were given: "The Zodiac is north of the Artic Circle;" "New York is larger than France;" "Area of the United States, four hundred million square miles."

Spelling of geographical names: "Lattitude," (on at least a dozen papers); "Artic;" "Jappan" (six times); "Currants of the ocean" "Californnia;" "Calafornia;" "Calefornia;" "Sines of the Zodiac;" "The grane trade;" "Teritory;" "Equitorial;" "Caribbean;" "Sanfrancisco" (in three papers); "friggid;" "Great Brittain;" "Boddies;" "Washo;" "Equil."

New spelling of physiological names; "Oracle" (Auricle); "Ventrical;" "Falonges;" "Clavical;" "Cyme;" "Aquious;" "Vitrious;" "Corrhoid;" "Capillary;" "Oxipital;" "Temperal;" "Oxigen;" "Waist" (Waste).

In physiology: "The principle organs of digestion is the first and second stomachs. The liver secretes the gastric juice."

A few illustrations in history of the United States will suffice: "Daniel Webster was a signer of the Declaration of Independence;" "Daniel Webster was a professor of a college in Massachusetts;" "Samuel Adams

was the father of John Adams, and one of the Pilgrims who landed at Plymouth;" "Representatives are appointed by the President and Senate for life;" "Senators are elected by the people;" "At the battle of Valley Forge the Americans lost, in killed and wounded, more than four thousand men."

In natural philosophy, the examiner only recollects having made the discovery that "Doctor Watts invented the steam engine," in addition to writing hymns.

In grammar, on at least a dozen papers, the principal parts of the verb "burst" were given thus: "Burst, bursted, bursted," and Lindley Murray's ghost would have laughed with the examiners, at the open defiance of all grammatical rules. To the question, "What works on teaching have you read?" the answer returned on at least a dozen papers was, "None." More than two thirds of the Teachers under examination, had never subscribed for an educational journal, and many had never read one. Two thirds knew nothing of object teaching. Less than a third were able to teach elementary drawing.

In answer to the question, "What is the natural order of developing the intellectual faculties?" one paper returned, "From a low degree to a higher;" and a large number of Teachers evidently were very remotely acquainted with mental philosophy. The question, "What classes of faculties are called into exercise in object teaching?" was answered, "The eyes, ears, and thinking." Many other curious illustrations might be given; but the preceding will show conclusively that the occupation of teaching is not without pretenders.

#### STATE SERIES OF TEXT BOOKS.

Section fifty of the Revised School Law reads as follows :

"SEC. 50. The State Board of Education shall have power to prescribe and adopt a uniform series of text books in the four principal studies pursued in the Public Schools of the State, to-wit: Arithmetic, Geography, Grammar, and Reading; and no School District shall be entitled to its pro rata of public moneys unless such text books as prescribed by the State Board of Education shall be adopted and used in School; *provided*, that the Superintendent of Public Instruction may, for good reasons, exempt any district from the penalty so imposed whenever the Trustees of such district shall make a written statement to him, giving the reasons for asking such exemption; and, *provided*, further, that the provisions of this section shall not take effect until the first day of September, one thousand eight hundred and sixty-three."

The Teachers assembled in the State Institute, after a full discussion of the merits of the different series of School books, adopted by ballot a uniform series to be recommended to the State Board of Education. In acting upon this question, the Teachers cast their votes solely on the merits of the text books; for our State is fortunately so far removed from all publishing houses that no "book agents" could possibly invade the Institute.

On the fifteenth of May, one week after the adjournment, the State Board of Education, composed of the Governor, Surveyor-General, and Superintendent of Public Instruction, adopted the series recommended by the Institute, and issued a circular containing the list as far as it was possible to complete it at that time.

The following instructions to School officers were attached :



"The law requiring uniformity in text books takes effect on the first of September, eighteen hundred and sixty-three. The series of text books recommended by the State Teachers' Institute, held in San Francisco, May, eighteen hundred and sixty-three, has been adopted by the State Board of Education, with only a few slight modifications. The State Board do not intend that the adoption of a uniform series of School books shall involve any unreasonable expense on the part of parents; the whole design of the law is to save to the State some thousands of dollars annually. They therefore recommend, that wherever a good series of books is now in use, such as Sargent's Readers, Thompson's or Colburn's Arithmetics, Cornell's Geographies, or Greene's Grammars, the Trustees take advantage of the *proviso*, and ask to be exempted by the Superintendent of Public Instruction; but, whenever new books are to be adopted, they must conform to the State series; and in Schools where there is no uniformity whatever, the Trustees are requested to enforce the adoption of the State series. Sudden changes of books are not recommended by the State Board; let County Superintendents, School Teachers, and Trustees, act with good judgment, and the law will be found a salutary one, which will result in the permanent good of the Schools. The importance of a good series of text books in School cannot be overestimated. The flippant remark, that it matters not what book a good Teacher uses, will not stand the test of a sober second thought. As well say that a good soldier can fight as effectively with a shot gun as with an Enfield rifle. The adoption of a uniform State series of School books will add greatly to the efficiency of the Public Schools of California."

In October, the list was completed by a few necessary additions, and may now be considered permanent for the next four years.

Additions may possibly be made, if found necessary, but no book will be substituted in place of those now adopted.

#### *Arithmetic.*

Eaton's Primary,	Eaton's Higher,
Eaton's Common School,	Eaton's Mental.

#### *Geography.*

Allen's Primary,	Cornell's Map Drawing,
Cornell's Primary, (succeeding Allen's,)	Guyot's Wall Maps of Physical Geography.
Warren's Intermediate,	Guyot's Manual of Physical Geography.
Warren's Physical,	Guyot's Slate Map Drawing.
Cornell's Outline Maps,	

#### *Grammar.*

Greene's Introduction, (for beginner's,)	Quackenbos' English Grammar,
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#### *Readers.*

Willson's Primary,	Willson's Fifth,
Willson's First,	Willson's Sixth,
Willson's Second,	Willson's Primary Speller,
Willson's Third,	Willson's School and Family Charts.
Willson's Fourth,	

*Books Recommended for Use.*

Hooker's Elementary Physiology,	Quackenbos' History of the United States,
Hooker's Larger Physiology,	Quackenbos' Primary History of the United States,
Burgess' System of Drawing,	Quackenbos' English Composition,
Burgess' System of Penmanship,	
Quackenbos' Natural Philosophy,	

*Books Recommended for the Use of Teachers.*

Calkins' Object Lessons,	Emerson's School and School Master,
Sheldon's Elementary Instruction,	Northend's Teacher,
Sheldon's Lessons on Object,	Russell's Vocal Culture,
Wells' Graded Schools,	The California Teacher,
Willson's Manual of Instruction in Object Lessons,	Guyot's Earth and Man,
Russell's Normal Training,	Agassiz's Method of Study in Natural History.
Page's Theory and Practice of Teaching,	

This measure of the authoritative adoption of a uniform State series of School books, I regard as one destined to accomplish an incalculable amount of good in reforming methods of instruction, and one that will save many thousands of dollars annually to the citizens of the State. No provision of the Revised School Law has excited so much discussion as this; and it seems fitting in this place to briefly set forth the advantages resulting from it. The law has met with objections from some, on the ground that it is an innovation on the established order of things; that it tends to make a book monopoly; and that it confers too much power on the State Board of Education. The question to be decided is, What books are the best for the Schools? not Who are the publishers, nor whether their interests are advanced or otherwise. It is true that the State Board *might* abuse their power, but when the decision is virtually left to the Teachers of the State, no such objection is valid.

Under the old law, the power of deciding what books should be used was vested in no one. The whims of parents, the preferences and prejudices of Teachers, the wishes of Trustees—all united to decide the question, or rather to leave it undecided. The consequence was, an almost infinite diversity in the different districts, and a curious collection of specimens of the art of printing which would have delighted the heart of an antiquarian. In many districts, numbering twenty-five scholars, half a dozen different text books in each of the studies pursued, prevented the possibility of any effective classification. Each pupil was engaged in a guerrilla warfare—fighting on his own hook, and using his own weapons. Drill and discipline were out of the question. Many of the books used were totally unfit for the Schools of the present time. And in districts where uniformity was by chance secured, a new Teacher came next term, and the books must be changed to suit *his* particular preference. Book publishers undoubtedly made money, but the Schools made little progress. Whenever a family removed from one district to another, a new set of books was required at an expense of from two to five dollars per child. Many families must have accumulated quite extensive School libraries in this way.

But the greatest evil was that the child, in entering a new School, found not only the pupils strangers, but was confounded with strange text books. And Teachers, in changing from one School to another,

experienced great difficulty; for they had no sooner become accustomed to one series of books than they were called upon to teach from another of which they knew nothing. When it is considered that two thirds of the Teachers of this State never teach the same School two terms in succession, some idea may be formed of the magnitude of this evil. And when it is stated that three fourths of the Teachers teach entirely by text books, it may be imagined that the Schools have no system but that of disorder.

Any theoretical objection to a uniformity of books sinks into insignificance when contrasted with all these evils. It is sometimes said that it matters little what books are used, that Teachers themselves should be text books. Were all our Teachers trained in Normal Schools, like the Prussian Teachers, of whom Horace Mann said, "I never saw one using a book," books might be of little consequence. But in *our* Public Schools, it is as rare an occurrence for a Teacher to depart from the verbatim text book recitation as it is for a Prussian Teacher to make use of it; consequently, the text book absolutely determines the character of the teaching.

The new books adopted in the State series are the most approved modern School books, adapted to meet the demands of more rational methods of teaching. The character of the instruction imparted in many of the Schools in the State will be raised at least fifty per cent by the new books, however conservative or old-fashioned the Teachers may be. Teachers will soon learn how to use them well, and when they enter a new School will at least find familiar implements to work with.

In an extensive course of travel through the State I everywhere found the people cheerfully adopting the new books in advance of the time required by law; and in all the Schools where they were used they gave satisfaction. One Trustee in a remote rural district was opposed to the new books, on the ground that they were "political." A political series of School books yet remains to be published; perhaps some enterprising publisher would do well to consider the propriety of publishing a "Democratic Arithmetic," a "Secession Speller," a "Republican Grammar," or a "Union Geography."

But few applications have been made to the State Superintendent asking to be excused under the proviso; those, in all cases, have been granted, with the instruction that the State series must be adopted prior to the first day of September, eighteen hundred and sixty-four. One year certainly is a reasonable time for effecting a change without inconvenience.

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## COMMENTS ON TEXT BOOKS.

### ARITHMETIC.

Eaton's Arithmetics are new publications, and, consequently, little known in this State. The State Institute recommended Eatons' Primary, and Robinson's Practical. The State Board substituted Eaton's Common School, in place of Robinson's, because, in their opinion, it was better adapted to the wants of our Schools. Eaton's Arithmetics have been *used with great success* in the Boston Schools, where they "*calculate*" *pretty closely* before they "*conclude*" to change books. All the books of

Eaton's series, before publication, were submitted to a critical revision in the hands of the Public School Teachers of that city.

#### GRAMMAR.

Greene's Elementary Grammar, for beginners, is undoubtedly the most useful and most practical of the countless "little" grammars, which are often mere technical abstracts from larger works. If grammar is to be studied for the purpose of learning how to use language in writing and speaking, Greene's Grammar is a valuable work. If the sole object be to learn how to "parse," any other will do as well. Quackenbos' English Grammar is a recent publication. It is eminently practical in its nature, abounding in constructive exercises in the formation of sentences, in which particular it resembles Greene's. It is safe to assert that no study has been taught to so little purpose in our Schools as grammar. It is hoped the introduction of two text books treating on language in a natural and practical way, will have a tendency to impart to our children a better knowledge of the correct use of their mother tongue.

#### GEOGRAPHY.

Allen's Primary Geography is a charming little book founded on the object system of teaching, and is the pioneer of a new and better system of School geographies.

Cornell's Primary is a general favorite, and a standard book all over the United States.

Warren's Intermediate is, in my opinion, the poorest book of the entire State series, but as the Teachers preferred it, it was adopted by the Board for the want of a better one.

Cornell's Outline Maps are without a rival for Common School use.

Guyots' Wall Maps have just been published; scientific men, as well as Teachers, have been looking forward to their publication with deep interest, and the results exceed the most sanguine expectations. For accuracy, beauty, freshness, clearness, and harmony, they excel any before published, either in this country or Europe. Those Teachers who have read "Earth and Man," need not be told that few men live so well fitted to prepare such a set of maps.

The complete works of Professor Guyot are now being brought out, on a scale corresponding to their merit, by Charles Scribner, of New York, involving an expenditure of forty thousand dollars (\$40,000.)

The miserable collection of names of innumerable towns, rivers, cities, etc., etc., down to infinity, will disappear; their occupation is gone.

Geography will soon be taught as a science that shows how the Great Creative Hand can be traced in all its departments; that the earth is an organic whole, fitted for the home of man; that there is a "life of the globe;" that design is exhibited in all its members; that mountains, rivers, seas, and oceans influence the progress of nations; that *Law* rules universal over the face of the globe; that everything is adjusted with the most exquisite harmony; in fact, that geography is a science second in interest to no other.

Professor Guyot was, in early life, a pupil of Carl Ritter and Alexander Humboldt. He early became an earnest investigator of the natural world; the mountains and glaciers of his native land were his School

rooms; and since his removal to this country, he has become familiar with its mountain ranges and physical features. We may well feel proud of the publication of such works in our own country—the author's adopted home. Professor Guyot's map of the United States is full of Union speeches; for every mountain range, and every river, and every slope, is stamped *Union*.

#### READERS.

No books adopted are destined to work so radical a change for the better, in methods of instruction, as Willson's Readers. They are in reality a series of elementary books on Object Teaching, or on Common Things. No books were ever hailed by children with such delight. They fill a great want hitherto existing in our Public School education. While our scholars have been crammed to repletion with rules of arithmetic, rules for parsing, and lists of names in geography, the whole natural world has been to them comparatively a sealed volume. They have gone from School ignorant of physiology and hygiene; ignorant of botany; ignorant of the wonders of the vegetable world; ignorant of the animals by which they are surrounded; ignorant of birds, fishes, minerals—mere babies, in fact, in all which it concerns them most to know. Their perceptive faculties, embracing sensation, perception, attention, and observation, have never been systematically trained. The expressive faculties, comprising feeling, affection, emotion, passion, imagination, fancy, association, imitation, and description, have been left to their own unaided development, or suffered to remain utterly dormant. The reflective faculties, whose proper sphere it is to be called into play when facts have been accumulated by other faculties, have been ridden to death on the hobby of arithmetic, as if children were only calculating machines, and were capable of comprehending only mathematical abstractions. Willson's Readers contain the elements of natural history, natural philosophy, physiology and hygiene, chemistry and mineralogy—birds, beasts, flowers, insects, reptiles, minerals, and vegetables, are talked about in a familiar way, and all handsomely illustrated. They are, in my opinion, the most valuable books that can be placed in the hands of our School children. The illustrations in the Readers are exquisite. No School books have ever been published which can compare with them in this respect. Very few of the larger and more costly scientific books are so fully and elegantly illustrated. An objection has been urged by some martinet in elocution, that they contain too few declamatory and rhetorical selections. It is one of the chief merits of the books that the stereotype speeches and stage extracts which have gained a residence in all School Readers since the days of the old "English Reader," have been superseded by sensible reading, capable of being understood by children.

Willson's Charts—designed to be accompanied by the Readers—stand unrivalled in excellence. Every School-room in the State ought to be supplied with a set, and I hope, before two years pass, no School will be found without them.

Willson's Primary Speller is the first ever published based on the object system of teaching. Instead of being filled, like the old style spellers, with long lines of unused and unmeaning words, like huge exclamation marks of wonder and surprise that boys could be flogged into committing them to memory, the book is handsomely illustrated, and filled with *the names* of common objects, and with words most used in daily life.

## HISTORY.

Quackenbos' History of the United States is admirably adapted to meet the wants of our Public Schools. It is a lamentable fact that, except in the Schools of San Francisco, the history of our country is but very little studied in the Public Schools of the State. Arithmetic! arithmetic! year after year, while the pupils grow up as ignorant of the glorious history of our country as if it never had an existence. It is the bounden duty of the Public Schools to inculcate love of country and patriotic devotion to the Union, and I know of no more effectual way of doing this than by the study of history of the United States.

## PHYSIOLOGY.

Very few authors know how to adapt themselves to the tastes of children so well as Dr. Worthington Hooker. His smaller work on physiology ought to be in the hands of every child in the Public Schools over twelve years of age. The fact that our children have bodies, as well as brains, seems to have been entirely overlooked in our system of instruction until very recently. Physiology, like history, has had no place in the course. Out of the thousand Schools in the State, I doubt if the study of physiology is pursued in more than twenty-five. Strange that the Analysis of Fractions and the Binomial Theorem should be considered by sensible men and women of such pre-eminent importance over a knowledge of the fact that health depends on the observance of certain fixed laws, and that good health is of more consequence to a great majority of mankind than any other possession.

I am decidedly of the opinion that the State School Law should require physiology and history to be taught in all Public Schools above the grade of Primary.

## DRAWING.

Burgess' series of books on drawing have been successfully used in the San Francisco Schools for several years, and have met the approval of all Teachers. But as very few Schools in the State pay any attention to drawing, it is almost unnecessary to make any recommendation.

## PENMANSHIP.

Burgess' Penmanship is in use in all the Schools of San Francisco. After teaching the system two years in a Public School numbering a thousand scholars, I can give an opinion founded on fact, as to the very great merit of the system. It is a radical innovation on the old methods, which have turned out such stiff, constrained, barbarous specimens of penmanship, to the discredit of our Schools. I commend it to the careful examination of all Teachers who have any desire to teach in any other than the "good old way," this most practical and essential branch of School instruction.

Among the books for the use of Teachers, Russell's Normal Training is one of the most valuable, and I most earnestly recommend it to the careful perusal of every Teacher who would learn how to intelligently train the human faculties. Professor Russell has devoted his whole life to teaching, and probably no Educator in the United States is so fully equal as he to the task of presenting a finished and scholastic work on the principles of teaching. It is a work to be studied day after day and year after year.

## STATE EDUCATIONAL SOCIETY.

Among the very first of the good results of the Institute may be ranked the organization of a State Teacher's Society. Its formation was very quietly effected, and attracted but little attention, but it may justly be regarded as an epoch in the occupation of teaching. The necessity of such a society was thus set forth in the "Institute Circular," from the Department of Instruction :

"The time is rapidly approaching when teaching *must be recognized as a profession* ; when a diploma from a Normal School, or a certificate of examination by a legally authorized association of Teachers, or a State Board of Examination, shall be a license to 'teach School' until revoked by those who issued it. In Pennsylvania, graduates of the Normal School receive, with their diploma, a 'license,' conferred in conformity with an express Act of the Legislature, by the State Inspectors, and authorizing the recipients to teach within the limits of the State, without being subject to further examination. In Illinois, certificates from the State Board remain in force for life unless revoked for special cause. In New York a similar law is in force. It is to be hoped that the Teachers who respect their occupation will soon demand a similar law in California. Educational Conventions in every part of our country express a general desire for a distinct and definite recognition of the occupation of teaching by forms equivalent to those now existing in law, medicine, and theology. It is true there are many who make teaching a temporary occupation, a stepping stone to other pursuits, and there is no objection to this when they are duly qualified for the noblest of human duties ; but there is a large class, becoming larger every year, who desire to make it the occupation of a life—an occupation which calls for a range of acquirements and a height of qualification fully equal to that of the liberal professions. Professor William Russell, graduate of the University of Edinburgh, formerly editor of the *Massachusetts Journal of Education*, and well known as one of the ablest Institute Lecturers in the United States, a man of ripe scholarship and varied acquirements, who has devoted thirty years of his life to teaching, whose name is a household word to thousands of New England Teachers, in a recent report to the *Massachusetts State Teachers' Association*, thus speaks of this subject :

It is unreasonable to expect that any revolution will take place in favor of those who do not stir for their own interest. Neither the community around us, nor the State Legislature, nor that of the Union, can constitute our existing *corps* of Teachers a properly organized professional body. Teachers themselves must make the move ; they only can do it. Nothing is needed but that every one of our existing State or County Associations should "of its own motion," as the law phrases it, resolve itself from its present condition of an open to that of a close body, self-constituting, self-perpetuating, self-examining, self-licensing.

To constitute the occupation of teaching a regularly organized profession, any existing body of Teachers has but to adopt the same course of voluntary procedure which is exemplified in the practice of those professional bodies which have already taken their appropriate vantage ground, and are respected accordingly. It is merely the fact that other associated bodies do act on this civic privilege, which constitutes medicine, law, and theology, professions, strictly and properly so called, as distinguished from other callings or pursuits. The three are sometimes denominated "*liberal*" professions, as implying a "*liberal*" preparatory education ; although the fact does not in all cases, or necessarily, verify the application of the term, still they are "professions," because those who practice them "profess," previous to entering on their duties, to be qualified to perform them, are examined to that effect by professional men, and if found worthy, are admitted accordingly, as members of the given professional body, and furnished with a certificate, in proper form, purporting the fact. In all such cases the procedure is that of a self-examining, self-licensing, self-perpetuating body, giving a right to the individual admitted to membership to receive the

countenance and co-operation of his professional brethren, and affording to the community in general the satisfactory assurance that the candidate for professional employment is duly qualified to perform his duties. Whatever social, professional, or personal advantage, therefore, is derived from such arrangements by the members of the liberal professions, may reasonably be expected to be reaped by individuals who follow any other vocation requiring peculiar intellectual qualifications, when these individuals associate themselves for corresponding purposes of interest and general benefit.'

Why should not the pioneer Teachers of this State, in the next Institute, take measures of self-organization, self-recognition, and self-examination, and raise themselves above the humiliating necessity of submitting to an examination by members of other professions, or of no professions at all? A "State Educational Society" could be organized by those who should pass the next examination by the State Board, those who hold diplomas of graduation from Normal Schools, and the Professors in the various Colleges and Collegiate Schools of the State. This Society could become legally incorporated at the next session of the Legislature, and other members could be admitted from time to time by passing a regular examination and receiving diplomas. Such certificates would soon be gladly recognized by unprofessional examiners, (many of whom, though men of education, feel that they are not duly qualified to sit in judgment on the competency of Teachers for their peculiar work,) as the best possible assurance of fitness to teach. And Teachers may rest assured that legislative enactments would soon follow, making such diplomas *prima facie* evidence of ability to teach in any part of the State, without further examination.

Some such steps we are called upon to take by the large number of accomplished men and women who are entering on our vocation. We are called upon to act, not only in justice to scholarship and talent, but in self-defence against imposters and pretenders; and we may honestly avow a desire to exclude all who unworthily or unfitly intrude themselves into the noble office of teaching."

It was eminently fitting that the Constitution of the State Society should appear in the first number of the *California Teacher*.

The preamble reads as follows:

"WE, as Teachers of California, in order to further the educational interests of the State; to give efficiency to our School system; to furnish a practical basis for united action among those devoted to the cause in which we are engaged, and, for those purposes, to elevate the office of the Teacher to its true rank among the professions, do hereby adopt the following Constitution:"

A few sections of the Constitution will explain the conditions of membership:

"NAME.

"SECTION 1. This organization shall be known as the 'CALIFORNIA EDUCATIONAL SOCIETY.'

"MEMBERS.

"SEC. 2. The qualification of members shall be: a good moral character; three years successful experience, *one* of which must have been in this State, and ability to pass a thorough examination in reading, spelling, penmanship, drawing, object teaching, geography, grammar, history, arithmetic, algebra, physiology, and natural philosophy.

"SEC. 3. This society shall consist of male members only.

"SEC. 4. All male graduates of State Normal Schools in the United States, who have taught three years previous to their application for admission to this society, and who are residents of this State, and all male holders of State Educational Diplomas, as provided by the laws of California, shall be eligible to membership upon the recommendation of the Examining Committee."

The society already numbers thirty members. It is intended to make it strictly a *professional society* by admitting to membership only Teachers of proved ability, scholarship, and experience. Its object is to make the *occupation* of teaching a *profession*; to discountenance quacks and em-



piries; and to make the influence of the Teachers of the State felt as an organized body. When it shall have gained strength by numbers, it will ask of the Legislature that its Professional Diplomas shall be considered as licenses to teach in any part of the State without further examination. It stands as the first professional society organized on such a basis in the United States.

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### STATE EDUCATIONAL DIPLOMAS.

The issuing of so large a number of State Diplomas and State Certificates, under the Revised School Law, was an act of tardy justice to many enlightened Teachers who had long been subject to the humiliation of annual examinations, and who had long felt the need of a movement towards recognizing the occupation of teaching as a profession.

The fact that so large a number applied for examination at the first session of the Board, indicates how deeply the want of some such measure was felt by the Teachers of the State. Sections forty-seven and forty-eight of the Revised School Law read as follows:

"SEC. 47. The State Board of Examination for granting certificates of qualification to Public School Teachers, shall consist of the Superintendent of Public Instruction, and such County Superintendents, or Teachers of Public Schools, not less than four in number, as he may appoint. Said Board of Examination shall meet at such times and in such places as the Superintendent of Public Instruction may designate; and shall have power to grant certificates of the following grades, to wit: First Grade Certificates, for teaching a Grammar School, which shall remain in force four years; Second Grade Certificates, for teaching an Intermediate or an Unclassified School, which shall remain in force two years; Third Grade Certificates, for teaching a Primary School, which shall remain in force two years. Said certificates shall be issued to such persons only as shall have passed a satisfactory examination in the studies pursued in the different grades of Schools specified, and shall have given evidence of good moral character, and of ability and fitness to teach; and they shall entitle the person receiving the same to teach a Public School of the specified grade, for the specified time, in any School District in the State, without further examination. Said certificates shall be revoked by said Board upon evidence of immoral or unprofessional conduct on the part of any person holding the same. Boards of Education of cities and incorporated towns are hereby authorized to recognize and receive certificates granted by the State Board of Examination whenever they may deem it advisable.

"SEC. 48. The State Board of Examination shall have further power, upon a full and critical examination of applicants in the studies of algebra, arithmetic, grammar, geography, history of the United States, physiology, natural philosophy, reading, spelling, penmanship, drawing, object teaching, and such other studies as the Board may deem advisable, to grant 'State Educational Diplomas' to such applicants, and to no others, as may furnish evidence that they have the requisite character and qualifications, and that they have taught a Public School at least one year in California, and have been engaged in the vocation of teaching at least

three years. Said diploma shall entitle the person to whom it may be issued to teach a Public School in any part of the State for the term of six years, unless revoked by the Superintendent of Public Instruction for good and sufficient reasons."

No one cause has done so much to render the occupation of a Public School Teacher distasteful as the old system of annual examinations. Teachers were condemned to be tried, not by a jury of their peers, but too often by men who knew little or nothing of practical teaching, and who not unfrequently made the annual examination a guillotine for decapitating any unlucky pedagogue who had fallen under ban of their petty displeasure. A Teacher in the Public Schools, though he might have, added to the finest natural abilities for teaching, a complete professional training in the best Normal Schools in the United States; though he might be crowned with honors, won by many years of successful experience; though he might be esteemed by the community, and revered by thousands of grateful pupils—at the end of each year, forsooth, he must be "examined" by a committee of lawyers, doctors, dentists, book binders, contractors, and non-professional men, to ascertain if he was "*fit to teach a Common School!*" After having passed through the examination mill annually, nine years in succession, turned out each time with a "bran new" certificate of "fitness to teach a Common School one year," I can speak feelingly on this subject. These annual examinations of experienced Teachers, offered an annual insult to intelligence, by lumping character, aptness to teach, moral and social culture, in tabular statements of "percentage" on arithmetic and spelling, in which infinitesimal details counted everything, character and success nothing at all. Actual trial in the School-room is the best test of fitness to teach, and when a Teacher has once passed examination, and proved successful in School, subsequent examinations are uncalled for and unnecessary.

I remember more than one successful Teacher, arraigned before the Examination Star Chamber, who was decapitated by the official guillotine of "percentage," because he happened to fail "on the best route from Novogorod to Kilimandijaro," or from "Red Dog to You Bet;" or forgot the population of Brandy Gulch, Humbug Cañon, or Pompeii; or could not remember the names of all the rivers of the world, from the Amazon down to the brook where he caught "minnows" with pin-hooks when a boy; or blundered on some arithmetical shell, hard enough to pierce the hide of a Monitor; or chanced to spell traveler with two l's; or failed to make out a chronological table of all the battles of all the wars, from King Philip's down to Buchanan's famous crusade against Salt Lake; or happened, finally, to fall one tenth of one credit below nine hundred and ninety-nine, the standard which exactly gauged the moral character and intellectual ability of a man "fit to teach a Common School one year." The new State law, by granting diplomas for six years, relieves Teachers from the annoyance of such examinations, and is the first step towards recognizing teaching as a profession. It was my firm conviction from the first, that the end sought would be best attained by vesting the authority to examine candidates in a Board of practical Teachers, selected for that specific purpose. The future success of this important movement will depend upon retaining this principle as a foundation. Teachers have a right to demand an examination by their peers. The State Board of Examination in May, was composed almost entirely of practical Teachers; the questions were prepared by practical Teachers;

the papers were examined by practical Teachers; and the standard of qualification was determined by practical Teachers.

In the examination of a hundred Teachers in so limited a time, no oral examination could possibly be given. Whenever possible, oral and written examinations should be combined. Under the law, State Diplomas could be granted only to persons who had taught School three years successfully, one year of which must have been in this State.

In determining the character and extent of the acquirements which should be deemed essential to secure the highest certificate under the law, it was not deemed advisable to lower the standard to the level of mediocrity. It was considered that the possession of a State Diploma should be held as an honor worth striving for, and which should entitle the holder to the respect of the community and of fellow Teachers. And yet, it was to be borne in mind that the object of the State Diploma was to benefit the Teachers of *Public Schools*—not the Professors of higher institutions of learning. It was the intention of the law to place the badge of honor on Teachers who had achieved success in the Common School—who were well trained Teachers in the studies ordinarily pursued in such Schools. It was just and proper that the classics, modern languages, and higher mathematics, should not be included in the examination.

To strike the golden mean between these two extremes, was a matter involving serious consideration. It seemed eminently just, too, that a Teacher's experience and knowledge of methods of teaching, should be an important element in the examination; and a maximum of one hundred credits was allowed for general questions.

The following is the form of a State Educational Diploma :

[National Flag.]	<b>STATE EDUCATIONAL DIPLOMA.</b>	[National Flag.]
STATE OF [Seal of the State of California.] CALIFORNIA.		
<p>The State Board of Education, after a full and critical examination, in accordance with the provisions of section forty-eight of the Revised School Law of eighteen hundred and sixty-three, have found _____ well qualified in all respects for the profession of Teaching.</p>		
<p>They therefore issue this Diploma, which entitles the bearer to teach a Public School in any part of the State of California, without further examination, for the term of six years.</p>		
[Seal of the Department of Public Instruction.]	[Signed,] _____	<i>Sup't Public Instruction.</i>
[Design—Grasped hands surrounded by stars, under the motto: "The Constitution."]		
By order of the State Board of Examination.		

This Diploma supersedes the necessity of any further examination for the period of six years, and is a license to teach in any district in California, except in a few incorporated cities governed by a special Board of Education. It constitutes the strongest official recommendation of the holder to the confidence of the public and the esteem and friendly aid

of fellow Teachers. It will prove an important aid in securing the most desirable positions in the Public Schools of the State.

The Teachers of the State ought to respond to this generous provision of the Legislature by striving to secure State Diplomas. They owe it as a duty to the profession which they should strive to honor; they owe it as a duty to the Public Schools; they owe it as a duty to themselves for the purpose of self protection against ignorant pretenders.

The total number of State Diplomas and Certificates granted during the year is as follows :

Certificates and Diplomas. *	Males.	Females.
State Educational Diplomas.....	9	.....
First Grade Certificates.....	5	6
Second Grade Certificates.....	8	4
Third Grade Certificates.....	15	5
	37	15
Males.....		37
Total.....		52

#### COUNTY TEACHERS' CERTIFICATES.

The County Board of Examination is composed of the County Superintendent and such Teachers as he may appoint for that purpose. Certificates of the First and Second Grades are issued for one and two years. During the year, one hundred and fifty-nine Certificates of the First Grade, valid for two years, were issued; two hundred and ninety-four of the Second Grade, valid for one year; and one hundred and twenty-four Temporary Certificates were granted by County Superintendents, valid until the regular sessions of the County Boards. Ninety-nine applicants were rejected—an index that the standard of qualification has been raised to a higher point than formerly. But so long as Trustees persist in employing *cheap* Teachers, and pay good ones no more than the very poorest, all attempts at a high degree of excellence will be of no avail. Teachers acting on County Boards are allowed a compensation of five dollars each, for each session. Four hundred dollars have been expended for this purpose, amounting to about one dollar for each certificate granted.

I recommend to the County Boards of Examination that they set a high standard, and rigidly enforce examinations, as a measure of protection in favor of competent Teachers, thus cutting off Trustees from the possibility of "cheap labor." Hon. Victor M. Rice, Superintendent of New York, thus writes :

"To my mind it is clear that if the qualification of Teachers is a consideration so important as to demand an examination and a certificate of proper qualification as a condition precedent to entering a School, then that is the best system of supervision which is the most watchful and careful in its awards of these testimonials; for the greater the ease and facility with which they can be procured, the nearer it is to having no condition whatever.

"The danger is not that certificates will be too rigidly withheld, but that they will be too readily granted. The Commissioners are, in this regard, doing a noble work, in which they have my official sanction and support, as they should have of every man who would not see confiding children and youth abused by incompetence, and the money so generously provided by the State and by local taxation squandered in paying for the services of persons who do not render an equivalent in instruction. It is well understood that money paid out for the services of a poorly qualified Teacher might as well be cast into the sea; and when the time shall come that the Commissioners shall not be sustained in a policy which demands thorough preparation for the difficult duties of the School-rooms, all our best Teachers must leave them to the care of that greater number, who can be employed at a much smaller compensation, and who have neither the disposition nor the ability to make the necessary preparation to teach well. Or when the time shall come in which every man, or a great multitude of men, shall have authority to grant certificates, and when the qualified and unqualified alike can obtain them, it will be time to cease taxing the people and receiving money from their generous hands under the fraudulent pretence that it will be economically used for the education of children and youth."

Hon. Anson Smyth, the veteran Superintendent of Ohio, says :

"It is an exceedingly unpleasant duty, on the part of Examiners, to refuse certificates to any who may submit to their examination. Not unfrequently candidates who have made an exhibition of their ignorance and utter incapacity, will importune in the most urgent and pathetic way for certificates. Local Directors sometimes plead that a candidate be spared rejection with an importunity like that of Abraham when praying for Sodom. A brawny brother has more than once intimated that a sad retribution would, on the first fit occasion, overtake the Examiners if his sister should be dismissed without a commission; though that girl could not repeat the multiplication table if it were to save her from the doom of Gomorrah. And, moved by these influences, there is danger that pity or fear will prevail over judgment and a sense of duty. Those who have no experience in the business cannot appreciate the delicate and difficult duties which Examiners of Teachers are often called to perform. And when they do with fidelity discharge their arduous and thankless duties, they deserve to be sustained by all who are unwilling that two millions of dollars should each year be worse than wasted on incompetent Teachers.

"What avails it that we pay millions of money for the support of our Schools—that we build commodious and expensive School-houses, if our Teachers are incompetent for the work of educating our children? Money and buildings are of themselves of no value in this work. With a School building in each sub-district as costly as our State Capitol, there will be none but worthless Schools, if the Teachers are without due qualifications.

"There are thousands of uneducated and ill-bred young people in Ohio who need to learn much in regard to the simple principles of orthography and reading, who in any respectable Primary Schools would be found at the foot of their classes, and who yet seek places as Teachers. Ignorant of themselves, as of everything else, they think themselves qualified for teaching, perhaps for the reason that they have discovered that they are unfit for anything else.

"And, what is not less deplorable, there are fathers, yea, School Directors, who are ready to employ these untaught young people to teach our Schools, to give form and character to the lives of our youth. If all who aspire to become Teachers find ready employment—if all the ignorant and vulgar have only to offer their services in order to procure positions which require the greatest wisdom, the soundest judgment, and the best cultivation, our Schools will become fountains of ignorance and moral death."

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## FORMS OF REPORTS.

During the year all the blanks and forms of the Department have been carefully revised. The forms for reports of Teachers, Trustees, and Census Marshals, have been simplified and systematized.

An effort has been made to secure the fullest possible returns of all valuable information relative to the Schools, and to dispense with all that are not absolutely necessary. Teachers and Census Marshals are required to make duplicate reports, one to the County Superintendent, and a copy to the Trustees. The Trustees make one report to the County Superintendent. Heretofore all these officers were required to make reports, in addition to these, directly to the Superintendent of Public Instruction. In the early history of the State, before the School system was reduced to order, these triplicate reports were necessary, but in my opinion the time has now arrived when the County Superintendents should be able to make up their own reports correctly without relying on the Superintendent to wade through the mass of details which properly belongs to them. Besides, Teachers, Trustees, and School officers, with some reason, regarded the making out of triplicate reports as a kind of circumlocution office arrangement, involving an unnecessary expense of time, paper, postage, and annoyance. By the change, the cost of at least six thousand expensive blanks and forms is annually saved to the State. The reports of Teachers and Trustees are now so simple, that any intelligent schoolboy could not fail to fill them out; and no possible excuse, except wilful negligence, can be offered for not making the returns properly. For the purpose of showing the system of the Department, the statistics required of the various School officers are given in full.

### PUBLIC SCHOOL TEACHER'S REPORT.

Whole number of boys enrolled; girls; total number; average number belonging; average daily attendance; percentage of attendance; total number days attendance; total number days absence; total number times tardy; number attending School between four and six years of age; grade of School; number of classes in School; date of Teacher's taking charge of School; date of Teacher's leaving School;

length of time the Teacher has taught the same School; number of School days in School term or year; monthly salary of Teacher, board included; amount of salary received from rate bills; number of volumes in School Library; provided with State School register; provided with Revised School Law; journal of education taken by Teacher; attended State or County Institute; what kind and value of School apparatus; size and fitness of School-room; grade and date of Teacher's certificate; text books used, and studies pursued.

#### TRUSTEES' REPORT.

The report of Trustees, with the exception of the "Financial Report," is made by simply transcribing the summaries from the Teacher's and Census Marshal's reports, and is easily and quickly made, if those reports are correctly made in due season. The following is the form of report:

"School Trustees' Report of ——— District, No. —, to the Superintendent of Public Schools of ——— county, from September 1st, 186—, to August 31st, 186—, inclusive. *Financial Report*: Amount of School Fund received from the State; amount of School money received from county taxes; amount raised by district tax; amount received from township School Fund; amount raised by rate bills or subscription; total receipts from all sources for School purposes; amount paid for Teachers' salaries; amount expended for sites, buildings, repairs, and School furniture; amount expended for School Libraries; amount expended for School apparatus; amount expended for rent, fuel, and contingent expenses; total expenditures for School purposes; valuation of School-houses and furniture; valuation of School Libraries; valuation of School apparatus; total valuation of School property."

#### SCHOOL REGISTERS.

Section sixth, Revised School Law, authorized the Superintendent of Public Instruction to prepare a convenient form of School Register for the purpose of securing more accurate returns from Teachers. In ten days after the School Law took effect, the Registers were on the way to the School-rooms where they were so much needed. The cheapest and simplest possible form for such a Register was devised, inasmuch as many Teachers accustomed to keeping their records on sheets of waste paper, or "in their heads," would find it difficult to master a very complex system of School bookkeeping. An edition of twelve hundred copies was issued by the State Printer, a number sufficient to supply the Schools for four years.

Of the economy of furnishing such record books at the expense of the State, there can be no question. The State Superintendent of New York, Mr. Van Dyck, said, in urging this measure on the attention of the Legislature:

"Could each district be furnished with a 'School Register,' substantially bound, properly ruled, and so divided as to show the name and age of each pupil, the time of his entrance into School, and each day of his attendance throughout the week, month, and term, imposing little labor on the Teacher, and removing all excuse for inaccuracy, while it would form a continuous record of the School for successive years, it would constitute the greatest boon which could at this time be conferred on our

Common Schools. In no way could the duties of Trustees be so eminently lightened; in no way could a fruitful source of dissension and litigation in the districts be so readily removed, as by the adoption of the measure proposed. With a permanent record before them, Trustees would find no difficulty in properly apportioning the rate bills; and at the close of the year a transcript of attendance could be made that would be in all respects reliable, both as a matter of general information and an indication of the extent to which our citizens avail themselves of the educational privileges provided by the State."

The Register is in small quarto form, of one hundred pages, designed for use in the smaller Schools, from four to six years; in the larger ones, from two to four years. The left hand page is ruled for a "Record of Attendance," with space for the name and age of pupils; the right hand page is designed for a "Record of Recitations and Deportment."

The Register requires a monthly summary, giving the "Average number belonging," the "Average daily attendance," and the "Percentage of attendance." At the end of each term the Teacher is required to make the following report for the use of Trustees, on a page ruled for that purpose in the Register: "Whole number of boys enrolled; whole number of girls enrolled; total number of pupils enrolled; average number belonging; average daily attendance; percentage of attendance; number of pupils under six years of age; number of pupils between six and eighteen; number of pupils between eighteen and twenty-one; length of term, in months and days; salary of Teacher per month, including board; length of time engaged in teaching the same School; grade and date of Teacher's certificate; number of classes in School; number of visits by County Superintendent; number of visits by School Trustees; number of visits by other persons."

At the end of the year the Register requires the following:

#### ABSTRACT OF MONTHLY SUMMARIES.

*For the School Term or Year commencing ————186—, and ending, ————*

NAME OR NUMBER OF MONTH.	Whole Number of Days' Attendance.	Whole Number of Days' Absence.....	Whole Number of Times Tardy. ....	Whole Number Enrolled.....	Average Number Belonging.....	Average Daily Attendance.....	Percentage of Attendance.....	Number of Pupils Entered.....	Number of Pupils Left.....
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To guard against the possibility of misunderstanding the method of keeping the Register, a model page, filled out with names and records is inserted, to which are attached the following



"INSTRUCTIONS TO TEACHERS.

"This Register is supplied to each School District in the State, in accordance with the following section of the Revised School Law :

"SEC. 6. The Superintendent of Public Instruction \* \* \* \* shall prepare a convenient form of School Register, for the purpose of securing more accurate returns from Teachers of Public Schools, and shall furnish each County Superintendent with a number sufficient to supply at least one copy thereof to each district or School of such county.'

"Section thirty-five of the School Law reads as follows :

"SEC. 35. All Teachers of Public Schools shall keep a register of all the scholars attending such School, their ages, daily attendance, and time of continuance at School, and such further statistics as may be required by the Superintendent of Public Instruction, and shall deliver such register, at the close of their term of employment, to the School Trustees of their districts.'

"It is very important that this Register should be accurately and carefully kept. The left hand page is ruled for a daily record of attendance. A convenient form for keeping this record is as follows : Denote attendance by leaving a blank space ; absence by an acute angle, or V ; tardiness by an oblique line sloping to the right, which mark, completed, if the scholar does not enter during the day, will form the V, and denote absence. A half day's absence should be reckoned as a tardiness ; and leaving before the close of School should be denoted by an oblique line sloping to the left, thus /, and counted as a tardiness in the summary. The right hand page is ruled for a Record of Recitations and Deportment, for the convenience of Teachers who may wish to use it.

"Such records are kept in all the best city Schools in the United States, and all Teachers are requested to make use of it whenever it is practicable.

"The following is a convenient method of keeping this record : Denote a perfect recitation by 3 credits, an ordinary one by 2 credits, a poor recitation by 1 credit, and a failure by 0. A pupil who recites four perfect recitations during the day, will be entitled to 12 credits in the column for that day. Perfect deportment is indicated by 5 credits, and any violation of the rules of order, such as whispering, subjects the scholar to the loss of one or more credits. A scholar perfect in deportment shall receive at the end of the month 100 credits.

"The most important points to be determined by the Register are as follows : 1st—The whole number enrolled ; 2d—Average number belonging to School ; 3d—Average daily attendance ; 4th—Percentage of attendance. For the purpose of avoiding any possibility of mistaking the method of keeping this Register, a record of one month is filled out and printed on the first page. The whole number enrolled on this record is 25. To find the average number belonging to School during the month, add the total days' attendance to the total days' absence, and divide by the number of school days in the month, thus :  $380 + 62 = 442$ .  $442 \div 20 = 22\frac{1}{10}$ , average number belonging. To find the average daily attendance, divide the total days' attendance by the number of school days in the month, thus :  $380 \div 20 = 19$ , average daily attendance. To find the percentage of attendance, divide the total days' attendance

by the sum of total days' attendance and total days' absence, thus:  $380 \div (380 + 62) = 380 \div 442 = .86$  nearly, or 86 per cent. Or, divide the average daily attendance by the average number belonging, thus:  $19 \div 22\frac{1}{2} = .86$  nearly; same result as before.

"This monthly summary must be transcribed to a table, ruled for the purpose, at the close of the Register, and from the total of monthly summaries the annual report is easily made out.

"The Teacher will transcribe the names of scholars at the close of every four weeks. Whenever a pupil is absent an entire week, in making up the report, he is considered as stricken from the roll, and must be re-entered by writing the letter E opposite his name, after the week's absence. If a pupil should enter School, attend one week, then should be absent two weeks, should return and attend another week, he would be considered as belonging to School ten days, and no absences would be marked against them.

"Some rule is obviously necessary in such cases, and in the records of most Eastern Schools, the above rule is adopted. The blank page for the Teacher's Report at the end of each term or year, should be accurately filled, for the use of the School Trustees.

"Teachers can adopt other methods of keeping the Register, if preferable, provided they arrive correctly at the results sought to be obtained. This Register will involve more care and labor than the indefinite records which are often kept; but Teachers will bear in mind that School statistics, to be of any value, must be absolutely exact and correct.

*"Department of Public Instruction, June 1st, 1863."*

#### SCHOOL TRUSTEES' ORDER BOOK.

The School Trustees are required by law to certify to the County Superintendent the amount due Teachers for salaries, and due other persons for apparatus, incidentals, and contingent expenses. As may be imagined, such certificates or evidences of indebtedness were sent to the County Superintendents in very curious forms, not down in any of the books, and many Trustees kept no accounts whatever, leading to end less difficulties, and to great discrepancies in the annual reports.

To remedy these evils, facilitate business, and compel the Trustees to keep a financial record, a "book of Trustees' orders on County Superintendents," was published by the Department of Instruction and furnished to each Board of Trustees.

It is designed for at least six years' use, and will afford a complete financial account of the disbursement of moneys during that period. The form is as follows:

ORDER UPON THE COUNTY SUPERINTENDENT OF PUBLIC INSTRUCTION.	
No.....	.....186....
THE COUNTY SUPERINTENDENT OF PUBLIC SCHOOLS	
Of.....	County, will draw a Warrant on the
County Treasurer, payable out of the Public School Fund, for.....	Dollars
in favor of.....	or Order,
on account of.....	
during the present School year, in the.....	School District.
.....	
.....	
.....	
\$.....	School Trustees of.....District.

## OATH OF ALLEGIANCE.

By an Act of the Legislature, approved April twenty-seventh, eighteen hundred and sixty-three, all Public School Teachers were required to take the following oath of allegiance:

"I do solemnly swear (or affirm, as the case may be) that I will faithfully support, protect, and defend the Constitution and Government of the United States against all enemies, whether domestic or foreign, that I will bear true faith, allegiance, and loyalty to the said Constitution and Government, and that I will, to the extent of my ability, teach those under my charge to love, reverence, and uphold the same, any law or ordinance of any State Convention or Legislature, or any rule or obligation of any society or association, or any decree or order from any source whatsoever, to the contrary notwithstanding; and further, that I do this with a full determination, pledge, and purpose, without any mental reservation or evasion whatsoever; and I do further swear (or affirm, as the case may be) that I will support the Constitution of the State of California."

This Act has been rigidly enforced throughout the State. Some eight or ten Teachers, whose services the Department could well dispense with, resigned their occupation rather than take the oath. Some few Teachers swallowed the oath, though still retaining their old love for rebellion and secession; but the oath has sealed their lips against all open teaching of disloyalty. The Schools ought to be the nurseries of patriotism, and no Teachers, weak-kneed in their support of the Government, should find a place in them for a single day. The employment of Teachers who sacrifice their principles to their interests, can only be prevented by securing thoroughly loyal School Trustees.

Complaints have reached the Department from several counties, that the Trustees have kept the Schools closed rather than employ any Teacher "who was willing to take the oath required by law." The

Public School at Visalia has been closed for this reason, during the last four months.

The Superintendent of Mendocino County writes as follows :

"A number of the districts have positively refused to comply with the law requiring Trustees to take the oath of allegiance. The Trustees of Ukiah District positively refused to employ any Teacher who would take the oath. This district is, perhaps, of more consequence than any other one in the county, because there are more Schools in it, and they reside so near together that a good School might be maintained the year round, could the citizens have the co-operation of the Trustees.

"The Trustees of Long Valley have also refused to allow their Teacher to take the oath, and have allowed their funds to remain in the Treasury. Count's District is in the same condition, and the Teacher has failed to return any report.

"Of course, if this position is maintained another year it will disorganize all the districts by their forfeiting the public money. Of the spirit of disloyalty which induces them to place themselves in this attitude I cannot speak in terms of too severe condemnation. In Ukiah District, more than half the scholars who attend the Public Schools are the children of loyal parents, but the *voters* outnumber us, so that it is impossible to elect Trustees who will perform their duty. I regret to say that we have a large element in our population in this county who have but little ambition to improve or even to maintain our present School system. Of this you may be made aware by what I have said above of their determination to elect none but the most ultra Secessionists for Trustees. I regret, moreover, to say that our Board of Supervisors largely participates in this feeling of disinclination to sustain the School system."

I therefore recommend to the Legislature that an act be passed disqualifying every Trustee for office who shall refuse to comply with the law requiring the employment of loyal Teachers and none others. Such an Act would undoubtedly drive a large number of Trustees out of office, but their places can be better filled, and existing evils ought to be remedied at any cost. If Secessionists are willing to sacrifice themselves, it is no reason why they should steal the intellectual bread out of the mouths of their children by closing the Schools.

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#### STATE NORMAL SCHOOL.

Under an Act of the Legislature, passed May, eighteen hundred and sixty-two, this institution was opened on the twenty-third of July, in a small basement room of the San Francisco High School, beginning its first term with only six pupils. Shortly after, it was removed to larger rooms on Fourth Street, near Mission, and two model classes were organized in connection with it. The first year of the School closed on the fourteenth of May, eighteen hundred and sixty-three, with an examination conducted by a committee of the Board of Trustees. Four students graduated and received Diplomas, all of whom are now successfully en-

gaged in teaching. The School was conducted during its first year at an expense of four thousand two hundred dollars, (\$4,200,) State scrip, equivalent in cash to two thousand eight hundred dollars (\$2,800). Its efficiency was impaired by two serious events—want of money, and want of a suitable building. It has recently been removed to a building on the corner of Post and Kearny Streets, somewhat better than the former, but by no means adapted to the wants of such an institution. The rent of the building and the salaries of the Teachers of the model classes are paid by the City of San Francisco.

Without this liberal assistance from the Board of Education, the institution would have necessarily proved a failure. The School now numbers fifty members. Three model classes are connected with it, and three more will soon be organized. In these classes the pupils of the Normal School are required to learn the practical details of School-room duty under the supervision of Teachers familiar with the most approved methods of modern training Schools. The State Normal School is destined to become one of the active educational agencies of the State; and in order that it may be placed on a sound basis, an appropriation of eight thousand dollars (\$8,000) will be needed for the sixteenth fiscal year. This will be only half the amount annually expended on the State Reform School, for training an average number of less than twenty inmates; and is not the training of fifty Teachers, who will soon go out to take charge of fifty Schools, teaching two thousand scholars, quite as important to the State?

The advantages resulting to the Public Schools of the State, from a Normal School, are so self-evident, that no argument seems to be needed to enforce them.) The liberal provision made in older States for such institutions, affords conclusive evidence of their usefulness.

The first Normal School in the United States was established at Lexington, Massachusetts, in eighteen hundred and thirty-nine, and it opened with three students. Massachusetts now has four Normal Schools—at Framingham, Bridgewater, Westfield, and Salem. The aggregate number of students who had been connected with these Schools up to December, eighteen hundred and sixty-one, was four thousand eight hundred and thirty, of whom two thousand and eighty-four graduated. The total amount expended by the State for the support of these institutions since their first organization, was one hundred and eighty-five thousand dollars (\$185,000); and the total outlay, including donations by individuals, was two hundred and ninety-four thousand dollars (\$294,000). The superior condition of the Massachusetts Public Schools is owing, in no small degree, to this eminently wise and judicious expenditure. It has given the State a well trained body of Teachers, who are paid higher average salaries than in any other State. Massachusetts can afford to pay good Teachers good salaries, because she wastes no money on incompetent ones. Her annual expenditures for all educational purposes, amount to more than three millions of dollars; her economy is practised in employing skilful Teachers.

The report of the Board of Education, eighteen hundred and sixty-two, says:

“Through the agency of the Normal Schools, more than by any other means, the Board is enabled to exert an influence upon the Common Schools.”

*The report of the Board, eighteen hundred and sixty-three, says:*

"The Normal Schools are performing their work with their usual efficiency and success. The Principals in all these Schools are men of tried experience, sound judgment, and possessed of excellent qualifications for their work. Their many years of success, and the large numbers of excellent Teachers they have prepared for service, are their best testimonials. The number of pupils in attendance the past, has been somewhat smaller than the previous year; but the reduction has been owing, chiefly, to the departure of young men to the war. Three quarters of the whole number of young men in the Normal School at Westfield, during the year, are now in the army. Nearly the same proportion are absent from the Bridgewater School, also for the same reason."

The Secretary of the Board remarks :

"The fact that our Public Schools number over four thousand five hundred, and are giving employment to more than seven thousand Teachers, while the Normal Schools are supplying little more than one hundred annually, is conclusive against any reduction of their number or of their force, and furnishes abundant reason for a more liberal bestowal of means upon them, to the end that with enlarged facilities, higher and broader courses of study and mental training, they may supply Teachers in greater numbers and of a higher grade, to meet the constantly growing wants of the Commonwealth."

The State Normal School of New York was established at Albany in eighteen hundred and forty-four, as an experiment, for five years, and it has proved so successful that the policy of sustaining it has never been questioned. The total number of students who have been in attendance since it was established is three thousand eight hundred and fifty-four, of whom one thousand three hundred and thirteen have graduated. The whole number in attendance during the year eighteen hundred and sixty-two was two hundred and ninety-three. Connected with the School is an Experimental or Model School, in which the pupil-Teachers of the Normal School give instruction. A Model Primary School, for the purpose of illustrating the method of Object Teaching, was established in eighteen hundred and sixty-one. The Normal School building was erected by the State at a cost of twenty-five thousand dollars (\$25,000.)

The Superintendent of Public Instruction, Hon. Victor M. Rice, says, in his last report, eighteen hundred and sixty-three :

"The graduates and undergraduates are represented by local School officers to be doing valuable service, not only in the Schools in which they are employed, but as zealous workers, imparting their knowledge of the proper modes of instruction to their associates in Teachers' Institutes and Associations, who in turn apply the same to the Schools under their charge, and thus the influence of this School is diffused.

"Wherever institutions of this character have been established and fairly supported, their fruits are too apparent and useful to need commendation; and it is suggested to the Legislature that other Normal Schools might be established in localities whose public-spirited inhabitants would furnish, at their own expense, the necessary sites and buildings; and that however efficient one such School may be, it could not have been expected to meet the demands of a State which requires the employment annually of more than twenty thousand Teachers."

The State Normal School of Connecticut, located at New Britain, was established in eighteen hundred and fifty, and has graduated, up to the present time, one hundred and sixty-eight Teachers. It has a Model School connected with it.

The Rhode Island Normal School, located at Bristol, was established at Providence in eighteen hundred and fifty-four.

The New Jersey State Normal School was organized at Trenton in eighteen hundred and fifty-five, sustained by an annual appropriation of ten thousand dollars (\$10,000.) It has a Model School Department, and, connected with it, the Farnum Preparatory School at Beverly, founded by the late Paul Farnum, who erected the buildings at a cost of thirty thousand dollars, (\$30,000,) and endowed it with twenty thousand dollars (\$20,000) more. The total number of graduates, up to January, eighteen hundred and sixty-two, was one hundred and fifty-eight, of whom one hundred and fifteen were teaching at that time. During the year eighteen hundred and sixty-two a department for military instruction was added to the School. A special department for Object Teaching was organized in eighteen hundred and sixty-one.

The Legislature of Pennsylvania, in eighteen hundred and fifty-seven, passed a law dividing the State into twelve Normal School Districts, and provision was made for establishing, by private subscription, a Normal School in each. The Schools established at Millersville and Edenboro receive an annual State appropriation of five thousand dollars (\$5,000.) The cost of building, grounds, etc., of the School at Millersville, was sixty thousand dollars, (\$60,000,) and the annual expense is fifteen thousand dollars (\$15,000.) The number of pupils in eighteen hundred and sixty-one was two hundred, educated at a cost of one hundred and forty-six dollars (\$146) per annum.

The Girls' High School in Philadelphia has connected with it a Normal Department and a School of practice for pupil-Teachers.

Ohio has no State institution, but has two Normal Schools, well endowed by private munificence.

The Michigan State Normal School, of Ypsilanti, founded in eighteen hundred and fifty-two, numbering three hundred students, has an experimental department, and is conducted at an annual expense of eleven thousand dollars (\$11,000.)

In Iowa, the Normal School is a department of the State University, at Iowa City.

The State Normal School of Minnesota, at Winona, receives an annual appropriation from the State of two thousand dollars (\$2,000,) and is held in a building erected by the State at a cost of five thousand dollars (\$5,000.)

The State Normal University of Illinois, at Bloomfield, was established in eighteen hundred and fifty-seven. The building is the very finest of the kind in the United States, and was erected at a cost, including fixtures, of one hundred and eighty-two thousand dollars (\$182,000.) More than six hundred pupils have been connected with the School since its organization. The number of pupils in eighteen hundred and sixty-two was one hundred and thirty-eight in the Normal School, one hundred and nine in High and Grammar Department of Model, forty-four in Intermediate and Primary, making a total of two hundred and ninety-one.

Richard Edwards, the Principal, at the close of his able report, says:

*"These are pre-eminently Schools of the people. To maintain a Normal School at the expense of the State, is to use a portion of the public*

funds for the direct benefit of every citizen. The Teachers whom it educates are to go forth into the remotest and most secluded School districts. Every poor man who has a child to educate is, by the influence of such a School, to see that child raised more nearly to an equality, in culture and intelligence, with that of his wealthy neighbor. Its natural effect is, by improving the qualifications of Public School Teachers, to make these Schools as good as the best, and thus to place within the reach of the poorest child as thorough and useful an education as the wealthiest can purchase for money."

When other States find Normal Schools an indispensable part of the Common School system, shall California fail to sustain one?

The State has built a Reform School Building at a cost of seventy-five thousand dollars (\$75,000); ought she to hesitate about the appropriation of eight thousand dollars (\$8,000) for reforming methods of instruction and economizing labor in the School-rooms? Shall a hundred thousand dollars (\$100,000) be expended for erecting buildings for educating fifty or sixty Deaf, Dumb, and Blind, and nothing be appropriated for providing Teachers to train thousands of children in the full use of all their faculties?

—If we turn to the old world, we find Normal Schools held in still higher repute than in our own country. Prussia has five hundred of them; Germany and France are full of them, and in most of the National Schools of Europe normal training is an indispensable requisite for a Teacher.

"On reviewing a period of six weeks," says Horace Mann, "the greater part of which I spent in visiting Schools in the north and middle of Prussia and Saxony, (except, of course, the time occupied in going from place to place,) entering the Schools to hear the first recitation in the morning, and remaining until the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt:

"*First*—During all this time I never saw a Teacher hearing a lesson of any kind (excepting a reading or spelling lesson) with a book in his hand.

"*Second*—I never saw a Teacher sitting while hearing a recitation.

"*Third*—Though I saw hundreds of Schools, and thousands—I think I may say, within bounds, tens of thousands of pupils—I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been punished, or from fear of being punished.

"During the above period I witnessed exercises in geography, ancient and modern; in the German language—from the explanation of the simplest words up to *belles-lettres* disquisitions, with rules for speaking and writing; in arithmetic, algebra, geometry, surveying, and trigonometry; in bookkeeping; in civil history, ancient and modern; in natural philosophy; in botany, and zoology; in mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world, and of society; in Bible history and Bible knowledge; and, as I before said, in no one of these cases did I see a Teacher with a book in his hand. His book—his books—his library—was in his head. Promptly—without pause, without hesitation—from the rich resources of his own mind, he brought forth whatever the occasion demanded.



"I have said that I saw no Teacher *sitting* in his School. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all.

"To the above I may add that I found all the Teachers whom I visited alive to the subject of improvement. They had libraries of the standard works on education—works of which there are such great numbers in the German language. Every new book of any promise was eagerly sought after, and I uniformly found the educational periodicals of the day upon the tables of the Teachers.

"The extensive range and high grade of instruction which so many of the German youth are enjoying, and these noble qualifications on the part of the instructors, are the natural and legitimate result of their Seminaries for Teachers. Without the latter the former never could have been, any more than an effect without its cause."

"Wherever Normal Schools have been established," says Hon. Edgerton Ryerson, Chief Superintendent of Public Instruction of Upper Canada, "it has been found thus far that the demand for regularly trained Teachers has exceeded the supply which the Normal Schools have been able to provide. It is so in the United States; it is so, up to the present time, in France; it is most pressingly and painfully so in England, Ireland, and Scotland. I was told by the Head Masters of the great Normal Schools in London, in Dublin, in Glasgow, and in Edinburgh, that such was the demand for pupils of the Normal Schools as Teachers, that in many instances they found it impossible to retain them in the Normal School during the prescribed course—even when it was limited to a year."

The distinguished M. Guizot, repeatedly Minister of Public Instruction in France, when introducing the law of primary instruction to the Chamber of French Deputies, in eighteen hundred and thirty-three, said :

"All the provisions hitherto described, *would be of none effect*, if we took no pains to procure for the Public School thus constituted, an able Master, and worthy of the high vocation of instructing the people. It cannot be too often repeated, that *it is the Master who makes the School*. What a well assorted union of qualities is required to constitute a good Master. A good Master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in an humble sphere, and yet have a noble and elevated spirit, that he may preserve that dignity of mind and of deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; for, inferior though he be, in station, to many individuals in the *Communes*, he ought to be the obsequious servant to none; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him the power of doing good; and who has made up his mind to live and to die in the service of Primary Instruction, which to him is the service of God and *his fellow creatures*. To rear up Masters approaching to such a model,

is a difficult task, and yet *we must succeed in it, or we have done nothing for elementary instruction.*"

When the experience of other nations and other States proves the necessity of Normal Schools, supported by the State; when the testimony of all distinguished educators goes to prove the advantages resulting from them, there can be no question about the course California ought to pursue. After travelling extensively through the State, I am more strongly than ever convinced of the need of sending out Normal School Teachers as missionaries to all parts of the State. It avails little how much money may be raised for School purposes, or however perfectly the Department of Instruction may be organized, if the incubus of a corps of untrained, undisciplined, incompetent Teachers rests like a nightmare on the Schools. The public money will be wasted, and the children will grow up half-trained and half-taught. I must be allowed again, in the strongest terms, to urge upon the Legislature a liberal appropriation for the support of the State Normal School.

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### THE CALIFORNIA TEACHER.

Not the least among the beneficial results of the State Institute, was the birth of a State Educational Journal as the professional organ of the Teachers of the State, and the official organ of the State Superintendent.

The subject was taken up with the characteristic earnestness of the Teachers of California, and the journal became at once an established fact. Three hundred dollars (\$300) in ten dollar (\$10) subscriptions was pledged as a reserve fund, and three hundred one dollar (\$1) subscriptions were taken by members of the Institute.

The journal was placed in the hands of a Board of Resident Editors, consisting of Professor Swezy, George Tait, and the Superintendent of Public Instruction. The first number was issued on the first of July, eighteen hundred and sixty-three, printed by Towne & Bacon, in neat octavo, twenty-four pages. Thus far it has compared favorably with Eastern educational journals. It is furnished at the low price of one dollar (\$1) per annum. The subscription list at present numbers six hundred and fifty.

The annual expense of the *Teacher*, in its present form, will be from twelve hundred dollars (\$1,200) to fourteen hundred dollars (\$1,400.) Advertisements to the amount of six hundred dollars (\$600) have been secured through the liberality of H. H. Bancroft & Co., of San Francisco, and of Eastern publishing houses, thus placing the journal on a cash basis during the first year. The beneficent results of such a journal cannot well be overestimated. It should be in the hands of every Teacher in the State. Any Teacher who has not professional pride enough to aid in sustaining such a publication, ought to have his certificate annulled at once.

The salary of quite a number of the County Superintendents, I am sorry to state, is so low that they have not been able, as yet, to pay the trifling subscription of *one dollar* (\$1) a year for a single copy of the *Teacher*.

And not only should the *Teacher* be taken by County Superintendents and Teachers, it ought be read by every School Trustee in the State.

But School Trustees receive no pay for their services. They assume the duties of the office as an onerous and thankless task, and, therefore, they can hardly be expected to take an educational journal at their own expense. The School Trustees are really the most important executive officers of the School Department. They assess district taxes, build School-houses, supply furniture, engage Teachers, and fix the rate of Teachers' wages. Now that Trustees are elected for the term of three years, *they must be educated to a higher standard of official duty. The State should furnish a copy of the "Teacher" to each Board of District School Trustees*—not for the purpose of aiding the journal, for that is self-supporting, but to furnish information on educational topics, and to afford a convenient and regular medium of communication between the Department of Public Instruction and School officers. I therefore recommend to the Legislature that the Superintendent of Public Instruction be authorized to subscribe for one thousand copies of the *California Teacher* for the use of School Trustees, and that the sum of one thousand dollars be appropriated for that purpose. It will be a measure of economy on the part of the State. At present, when any special instructions are to be communicated to School officers, it must be done by a special circular. Two such circulars were issued by the Superintendent during the last year, at a cost, including expressage, little less than the amount above named. Both of these circulars might have been communicated in the journal, could it have been placed in the hands of all School officers.

At present, one of the heaviest duties of the Superintendent is the correspondence of the Department. The letters to be answered number from fifty to sixty a week. Many of these relate to the interpretation of the School law, and one answer published in the journal would suffice for all. Other letters ask advice in relation to official duties, and a single paragraph in the journal would answer fifty letters. The work in the office of Superintendent of Public Instruction is rapidly accumulating every year, and as a means of relieving the already burdensome labors of the department, I most earnestly urge this subject upon the consideration of the Legislature.

The State Superintendent should also have discretionary power to supply copies to indigent Teachers, who are too poor, or who think themselves so, to save two cents a week out of their salaries for taking an educational journal. A few hundred copies distributed in this way might galvanize into life some of the dead Teachers who cumber the School-rooms.

Other States have pursued this course for many years. In the report of the Superintendent of Wisconsin, eighteen hundred and sixty, the Superintendent says:

"In accordance with section one hundred and two of chapter twenty-three, Revised Statutes, amended by chapter two hundred and three of general laws of eighteen hundred and fifty-nine, I subscribed July first, eighteen hundred and sixty, for five thousand two hundred copies of the *Journal of Education*. The expense of the *Journal* to each district is sixty-five cents per annum, postage prepaid. The *Journal* is made the organ of the Superintendent of Public Instruction, and is to him a very valuable means of correspondence with the several School officers. Through the *Journal* there has been saved to the School Fund during the year eighteen hundred and sixty, a sum larger than its cost to the

State. The expenses for printing for this department may be very much diminished by means of this periodical. Besides the official character of the *Journal*, it contains very valuable reading matter of general benefit to our Schools. I deemed it best to publish all the amendments to the School law, passed at the last session of the Legislature, in the *Journal of Education*, instead of in a separate circular, because by so doing they would reach all School officers more speedily and surely, and with no extra charge upon the Fund. A large part of the instructions from this department may be most readily and cheaply communicated through the *Journal*."

Hon. J. M. Gregory, Superintendent of Public Instruction of Michigan, thus sets forth the advantages of the *Michigan Journal of Education* to that State :

"This periodical has continued to be sent to the District Directors during the year, at an expense of sixty cents for each district. A large amount of official matter has been published in its pages, and has reached the School officers much more certainly and cheaply than it would have done if issued in separate circulars. Some failures in the regular circulation and receipt by the Directors have unavoidably occurred among so large a number, but these failures bear no comparison to those that would have occurred in sending the same number of circulars to the districts by mail. The district officers have come to look regularly for the *Journal*, and much interest is manifested in it by all those who feel any interest in their duties as School officers, and the multiplied letters of School Directors asking answers to be sent through it, evidence a steady increase of interest in its receipt.

"The correspondence through its pages, of the Superintendent with the School officers, has proved a great relief to the Department, while it is believed to have been of great use to the Public School interests. The circulars sent through it, if sent in separate form, would, with the postage, have cost the State one third of the entire expense of sending the *Journal*, and if the cost of other valuable official matter sent out be added, the amount would swell to full one half of the entire State subscription. The amount for each district is so small, and the convenience to the Department, in having a means of constant and ready communication with the twelve thousand district officers, is so useful and important, that the Superintendent would earnestly deprecate any repeal of the provision for this public service.

"It should, perhaps, be remarked that the *Journal* is the property of the State Teachers' Association. It was edited the past year gratuitously, by several prominent Educators, and the entire net proceeds went into the Treasury of the Association to be paid out again for lectures and publications promotive of the educational interests of the State."

The State Superintendent of Indiana, Hon. S. L. Rugg, says :

"I think great assistance can be rendered the Superintendent and other School officers by authorizing him to negotiate and bring about an arrangement with the publisher of the *School Journal*, or some similar periodical publication, by which it should become an official medium of communication for the Department, or between the Superintendent and

subordinate School officers, and an assistant in developing the system and in its administration, and in diffusing throughout all its ramifications increased uniformity, life, and vigor. The saving which would have doubtless resulted to the people of the State within the last two years by the employment of such an agency, in the single item of text books, would have been many times over what it would cost to bring such an agency into use; yet that is as a drop in the bucket compared with the many savings and improvements which would be accomplished by its reasonable employment."

The State Superintendent of Ohio says:

"All these questions of moral and social interest and educational importance have been discussed and urged in the *Ohio Journal of Education*, which, begun in eighteen hundred and fifty-two, has been since published, under the auspices of the association, every month. Since eighteen hundred and fifty-three, it has issued regularly the most important opinions on the School Law made by the State Commissioner; and it has communicated to Teachers and School officers all circulars that the Commissioners have desired to be thus communicated. It has contributed, in no small degree, to the understanding and proper working of the School Law, and to the securing of returns to the State Department from local officers. It might very decidedly promote these ends, were it put into the hands of every Township Clerk in the State. A law authorizing its distribution to such School officers, would not require a larger expenditure than is now required in nearly every one of the State Departments, for printing of and postage on circulars, which give directions and explanations to county or other local officers. The Commissioner could directly communicate through its columns with every School District in the State. This distribution of the *Journal* would be useful in the administration of the School Law; it would promote knowledge of educational wants, and of the most approved methods and instrumentalities for meeting those wants; and it would assist in relieving pecuniary embarrassments growing out of expenses necessarily incurred by the Teachers' Association, in the furtherance of those objects previously enumerated, to which the present forward condition of public education in Ohio is in a great measure due. The Teachers of Ohio have made more active exertions and more personal sacrifice for the general advancement of public education, than have the Teachers of any other State in the Union, as a body.

"The law now recommended would be a recognition of their services. The sending of a *Journal of Education*, published under the auspices of their State Association, the sending of communications between the State Commissioner and local School officers, a measure that has been found to work advantageously in other States, would be not only a proper acknowledgement of past services, but it would prove an incentive to future good works. It is therefore commended to your thoughtful consideration."

Hon. V. M. Rice, Superintendent of New York, says in his able report of eighteen hundred and sixty-three:

"Heretofore the Legislature has, from year to year, manifested its appreciation of the value of the *New York Teacher*, by authorizing the Superintendent of Public Instruction to subscribe for copies of the

*Teacher*, and to cause them to be distributed by the School Commissioners among inexperienced Teachers in the several counties; and it is believed that the money expended in thus co-operating with those who, without reward, are zealously and effectually laboring for the public good, has been wisely invested, and that the subscription should be continued."

The *California Teacher* is destined to become one of the educational forces of the State. It is no financial scheme to enrich any man or any class of men. It is purely an educational journal, and is devoted to no class or party in Church or State, except to the great Free School Party, and to all who are as true as steel to the Union and the Constitution. Its Resident Editors give their time and labor; the numbers are mailed in the office of the State Superintendent; no expense whatever attends it, except the cost of paper and printing; and it is furnished at the lowest cash price. Whether the State avails itself of the advantages offered or not, the *Teacher* will be sustained. But I feel that the great want of the State is educational reading among Teachers and School officers. If we are to have a system of Public Schools, let us make them efficient. If a Department of Public Instruction is to be maintained, it should have means to work with, else it were better abolished. Schools do not spring up spontaneously; and it is the part of wise legislators to anticipate and direct public opinion. I venture the assertion that the circulation of one thousand copies of the *Teacher* during the next year, would awaken an interest which would build a score of new School-houses, assess fifty district taxes, secure a hundred first class Teachers good positions with fair salaries, drive as many incompetent out of the occupation, secure prompt and correct returns from Trustees, enable some County Superintendents to make out an annual report which should not contain more errors than correct additions, elevate the character, and increase the usefulness of the Public Schools.

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### DISTRICT SCHOOL LIBRARIES.

Next to the assessment and collection of a State School tax, the most important measure to be urged in behalf of the Public Schools is a liberal provision for Public School Libraries. The influence of well selected books in a School is second only to that of the Teacher; and in many instances the information self-gleaned by the pupils is the most valuable part of a Common School education.

A Teacher may fail in the discharge of his duty; but the golden grains of thought gleaned from good books, will spring up in the youthful minds and yield their fruit, "some sixty and an hundred fold," just as certainly as the fertile soil of our beautiful valleys rewards the toil of the husbandman with a bountiful harvest.

The great object and aim of the Public School should be to give children a thirst for information, a taste for reading; to make them *alive* to knowledge; to set them out on the path of self-education through life. Why teach them to read at all, if books be not afterwards furnished for them to read?

The Public School in Marysville, under the instruction of Mr. D. C

Stone, well known as one of the ablest educators in the State, claims the honor of having the largest and finest School Library in California. It numbers more than one thousand volumes, valued at one thousand dollars (\$1,000), and was purchased almost entirely by the pupils themselves, into whom their Teacher had infused his own earnest spirit. Mr. Stone has reason to be proud of the honor of establishing the first, best, and largest Public School Library in this State; and Marysville may well be proud of having for many years secured the services of a *man alive*.

The little town of Knight's Ferry, in Stanislaus County, has a Library of eight hundred volumes, the result of hard labor on the part of Mr. T. W. J. Holbrook, who carries in his pocket a State Educational Diploma. I specify these instances because they are honorable exceptions to the general apathy and indifference which have prevailed both among the Teachers and the people.

San Francisco, with eight thousand children enrolled on her School registers, returns seven hundred and fifty volumes in School Libraries, or one book to every eleven children.

It may well be a matter of surprise that our Public Schools have reached their present degree of advancement, and have utterly neglected this most essential feature of the American system of Public Schools. In many of the States, libraries have been almost co-existent with Free Schools.

The absolute necessity of School Libraries, in this age of books and newspapers, is so self-evident to any thoughtful man of ordinary intelligence and common sense, I hardly deem it necessary to go into any argument to prove it.

Not many years ago, in one of the obscure towns of Massachusetts, there lived a farmer's boy who "went to a Common School" in the winter, and worked on the farm in summer. The books of a little Town Library fell into his hands; he devoured them, and hungered for more. He grew to be a man, and was acknowledged by all to be the most distinguished American educator of his time. Every Public School in our country is a debtor to HORACE MANN. He thus graphically sums up the advantage of a School Library:

"Now no one thing will contribute more to intelligent reading in our Schools than a well selected library; and, through intelligence, the library will also contribute to rhetorical ease, grace, and expressiveness. Wake up a child to a consciousness of power and beauty, and you might as easily confine Hercules to a distaff, or bind Apollo to a tread-mill, as to confine his spirit within the mechanical round of a School-room where such mechanism still exists. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverance of Franklin, and he will think differently and act differently all the days of his remaining life. Let boys or girls of sixteen years of age read an intelligible and popular treatise on astronomy and geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine—a thing of cranks and pipes—to say nothing of the pleasures and the utility it will realize."

The action of other States affords the best basis of an argument in

favor of School Libraries. The Empire State, with her nine hundred thousand School children, appropriating last year four millions four hundred and sixty-eight thousand dollars (\$4,468,000) for School purposes, heads the list, for she has one million three hundred and twenty-six thousand volumes in her Public School Libraries.

New York was the pioneer in this noble enterprise. Governor Clinton, in eighteen hundred and twenty-seven, recommended a small collection of books and maps to be attached to Common Schools. Upon Governor Marcy's recommendation, in eighteen hundred and thirty-eight, a portion of the United States Deposit Fund was appropriated to each district which should raise by tax an equal amount. The State set apart fifty-five thousand dollars (\$55,000) a year, and the districts an equal amount, making one hundred and ten thousand dollars (\$110,000) annually.

"New York has the proud honor," says Hon. Henry S. Randall, in a report on the subject in eighteen hundred and forty-four, "of being the first Government in the world which has established a free library system, adequate to the wants of her whole population. It extends its benefits equally to all conditions, and in all local situations. It not only gives profitable employment to the man of leisure, but it passes the threshold of the laborer, offering him amusement and instruction, after his daily toil is over, without increasing his fatigues, or subtracting from his earnings. It is an interesting reflection, that there is no portion of our territory so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him with the good and wise of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilization. This philanthropic and admirably conceived measure may justly be regarded as, next to the institution of Common Schools, the most important of that series of causes, which will give its distinctive character to our civilization as a people."

In eighteen hundred and forty-one, Governor Seward, after observing that almost every district in the State was then in possession of a library, remarked in his message :

"Henceforth, no citizen who shall have improved the advantages offered by our Common Schools and District Libraries, will be without some scientific knowledge of the earth, its physical condition, and its phenomena; the animals that inhabit it, the vegetables that clothe it with verdure, and the minerals under its surface; the physiology and intellectual powers of man; the laws of mechanics, and their practical uses; those of chemistry, and their application to the Arts; the principles of moral and political economy; the history of nations, and especially that of our country; the progress and triumph of the democratic principle in governments on this continent, and the prospects of its ascendancy throughout the world; the trials and faith, valor and constancy of our ancestors; with all the inspiring examples of benevolence, virtue, and patriotism, exhibited in the lives of the benefactors of mankind. The fruits of this enlightened enterprise are chiefly to be gathered by our successors. But the present generation will not be altogether unrewarded. Although many of our citizens may pass the District Library heedless of the treasures it contains, the unpretending



volumes will find their way to the fireside, diffusing knowledge, increasing domestic happiness, and promoting public virtue."

Governor Wright, in his message of eighteen hundred and forty-five, referring to the disposition of the public funds for the purchase of libraries and other purposes of popular education, remarked :

"No public Fund of the State is so unpretending, yet so all-pervading—so little seen, yet so universally felt—so mild in its exactions, yet so bountiful in its benefits—so little feared or courted, and yet so powerful, as this Fund for the support of Common Schools. The other Funds act upon the secular interests of society, its business, its pleasures, its pride, its passions, its vices, its misfortunes. *This* acts upon its mind and its morals. Education is to free institutions what bread is to human life—the staff of their existence. The office of this Fund is to open and warm the soil, and sow the seed from which this element of freedom must grow and ripen into maturity ; and the health or sickness of the growth will measure the extent and security of our liberties."

New York, with all her immense accumulation of books, expended last year thirty-three thousand dollars (\$33,000) in purchasing additional volumes.

When Horace Mann became Secretary of the Board of Education in Massachusetts, he devoted all his untiring energy to the purpose of establishing a School Library in every town. In eighteen hundred and forty-two a legislative grant of fifteen dollars (\$15) was made to each district, on condition of raising an equal amount for that purpose. In the course of three years about two thirds of the districts availed themselves of the law, and sixty thousand dollars (\$60,000) was appropriated for that purpose.

In Connecticut, the State grants to any district commencing for the first time a library, ten dollars, (\$10,) on condition of the raising an equal amount by the district, and five dollars (\$5) for each subsequent year, on the same conditions.

The little State of New Hampshire, where a little white headed boy named Horace Greeley used to steal away from the schoolboys and lunch on a borrowed book, has fifty-eight thousand volumes in her Public School Libraries.

Pennsylvania has done little or nothing by way of State aid. The rebel States, of course, never did anything—it would have been difficult to select a suitable series.

The great Western States carried out the plan to the fullest extent. Michigan set the example, adopting first the district and afterwards the township system. She has one hundred and sixty-one thousand volumes in township libraries.

Ohio, in eighteen hundred and fifty-three, imposed one tenth of a mill State tax on the State valuation, to be annually appropriated for the specific purpose of School Libraries, the State School Commissioner being charged with the duty of selecting the books. The tax amounted to eighty thousand dollars (\$80,000) a year, and in eighteen hundred and fifty-four, eighteen hundred and fifty-five, and eighteen hundred and fifty-six, the total value of books distributed amounted to two hundred and two thousand dollars, (\$202,000.) She now has seven thousand two hundred and sixty-five libraries, containing three hundred and forty-three thousand volumes.

Indiana, in eighteen hundred and fifty-four, assessed a State tax of one fourth of a mill on the dollar for purchasing Township School Libraries, and the State Board of Education was charged with the duty of selecting the books and contracting for them. This was continued two years, and yielded two hundred and sixty thousand dollars, (\$260,000,) which purchased three hundred and fifty thousand volumes.

The total amount of money expended during the year, in California, for School Libraries, was five hundred and fourteen dollars and seventy-five cents, (\$514 75,) being about seventy-five cents per district, or one cent and four mills for each child enrolled in the Public Schools. The total value of all the School Libraries in the State is three thousand six hundred dollars, (\$3,600,) of which amount San Francisco and Marysville represent two thousand dollars, (\$2,000.)

The only library in the office of the Superintendent of Public Instruction is about a thousand volumes of Patent Office reports, old Readers older Spellers, countless variations of Lindley Murray's Grammar, useless arithmetics and geographies, nondescript text books long out of print—all being the donations of liberal book publishers, who furnished them free of expense. The best disposition which could be made of them would be to use them for fuel; but as the law requires each Superintendent to "turn over" all "State property" to his successor in office, they will be handed down to posterity like the President's chair at Harvard so graphically described by Oliver Wendell Holmes.

All the reasons for establishing School Libraries in older States may be urged here with peculiar force. Families coming to this State, in their toilsome journey across the Plains, or in the crowded passage by steamer brought little with them except their children and their hopes for the future. Books accumulated during many years were left behind, and they have never been replaced. Consequently, throughout the State there is a dearth of good books in thousands of families which once were well provided with them. The children are growing up without a taste for reading, and with little to read. It would be a wise economy for the State to aid in supplying the want.

I, therefore, recommend that if a State School tax be assessed, as is undoubtedly will be, that five per cent of the amount be reserved as Library Fund, and that twenty-five dollars (\$25) be donated to each district that raises by subscription an equal amount. It would be more economical for the State to purchase books suitable for School Libraries and donate them to the value of twenty-five dollars, (\$25,) instead of money. The selection and purchase of books might be referred to the State Board of Education, in connection with the State Librarian.

## SCHOOL-HOUSES AND SCHOOL ARCHITECTURE.

The total valuation of School-houses and furniture is returned at five hundred and forty-eight thousand dollars (\$548,000); San Francisco claim one half the amount. Leaving out San Francisco, the average value of the School-houses and their furniture is less than four hundred and fifty dollars (\$450) each.

There are thirty-one brick houses, six hundred and forty-seven of wood, six adobe, and a few nondescript.

Under the heading, "Number of School-houses which disgrace the State," only *one hundred and forty-nine* are returned!

The *furniture* of many of the School-houses is only a small item in their valuation, consisting, in many of the rural districts, principally of rickety seats, one battered tin drinking cup, a water bucket, and a broken broom.

The total amount expended for sites, buildings, repairs, and School-furniture, was ninety-four thousand dollars, (\$94,000,) of which San Francisco expended forty-five thousand dollars, (\$45,000,) and the rest of the State an average amount of eighty dollars (\$80) per district.

The City of Boston last year expended two hundred and thirty thousand dollars (\$230,000) for building School-houses.

A somewhat extended travelling tour through various parts of the State afforded me a good opportunity of "estimating the value" of many of the School-houses, and of appreciating fully their architectural beauty.

Language would utterly fail me were I to attempt a description of these redwood libels on Public Schools; these uncouth *squatters* by the dusty roadsides; these unpainted, unfenced, unfurnished, unfinished, almost uninhabitable hovels—compared with which, a miner's cabin in "49" would be eminently respectable in appearance.

It has been said that a School-house is an index of the civilization of a community. If the character of the house indicates the degree, the civilization of some sections of the State is considerably below zero.

In a new State like ours it is not to be expected that either costly or elegant School-houses will be erected, except in a few cities, for many years to come. But in many parts of the State, in towns and villages where costly private residences are numerous, where large and commodious churches are built for every denomination, where Court-houses and Jails are imposing edifices, it might reasonably be expected that something better than a shanty should be found at the place where the children go to School.

In travelling through several of the largest, most fertile, most prosperous, most wealthy agricultural counties in the State, I do not remember having seen a School-house with an inclosed yard, or one surrounded by shade trees, or ornamented with a single shrub or flower. Many of these substitutes for School-houses were so wretched that no intelligent farmer would think them fit for housing his prize pigs or blooded stock. The stables of the wealthy ranchmen in the vicinity were elegant edifices in comparison.

The School-houses are behind the civilization of the communities in all other respects. They were mostly built by subscription, and stand by the wayside, like tattered beggars, imploring charitable donations. In many districts, where the assessable property amounts to half a million dollars, a tax for building a good house would hardly be felt. Until the principle of district taxation for building School-houses is more fully recognized, the "number of School-houses which disgrace the State" will not be materially lessened.

Very little attention seems to have been given to School architecture in places where houses have been built at some considerable expense. The general style is that of a wooden box, as utterly destitute of ornament as a New England barn. Frequently the same amount of money would have erected a neat, tasteful house, had some suitable plan been furnished to the Trustees. The School desks are often of the most *barbarous descriptions*—yet they cost just as much as neat and comfort-

able seats. Instead of a light Teacher's table, most of the country School-rooms are disfigured by huge Teacher's boxes, resembling very much the old fashioned pulpits of half a century ago.

It would be a most judicious expenditure of money for the Legislature to authorize the State Superintendent to purchase two hundred copies of either Barnard's or Johonnott's School Architecture, for distribution in the districts where the erection of a School-house is contemplated. I am weekly in the receipt of letters asking for plans of School-houses, which it is utterly impossible for me to send.

I quote from "Johonnott's Country School-Houses" a few remarks which are very applicable to the

#### "FAULTS OF OUR PRESENT SCHOOL-HOUSES.

"The past few years have witnessed a great change in public opinion with regard to the construction of School-houses. Many of the worst features of the past age have been, in some measure, remedied; but there is still much to be accomplished in this respect. In most parts of the country, School-houses are still deficient in the following respects:

"*First*—They are the most unsightly buildings in the district. A traveller, passing through a section of country, can generally distinguish the School-house by these characteristics. It is situated in a forlorn and lonely place. It exhibits every mark of neglect and dilapidation. It is entirely exposed to the depredations of estray cattle and unruly boys, by being situated in the street, and not protected by a fence. It is unpainted, and nearly half unglazed. Its style is nondescript, being too small for a barn, too deficient in the elements of just proportion for a dwelling, too lonely and too much neglected for the out-building of a farm, and, in short, too repulsive in all respects, and exhibiting too many marks of the most parsimonious economy, to be anything but a School-house.

"*Second*—They are not large enough to accommodate the pupils that attend the School. The room is so confined that the scholars are forced into uncomfortable and inconvenient proximity to each other. Their work is interrupted, and their personal rights violated. The young, the weak, and the innocent, are forced into the immediate atmosphere of coarseness and impurity, without a possibility of counteracting influences. Again, the ceilings are so low that there is a very inadequate supply of fresh air, and, as a consequence of all this, unavoidable damage is incurred by both body and soul. Proper discipline, in such Schools, becomes a matter of impossibility, as the inexorable laws of Nature oppose and render nugatory the Teacher's work.

"*Third*—No proper means of ventilation are provided. The quantity of air, limited at first, shortly becomes impure, and there are no means of changing it. A poisoning process then commences, the virulence of which is just in proportion to the tightness of the room. A badly built or dilapidated School-house here becomes a positive blessing, by preventing the exclusion of pure air from without. Besides the injury to health, this vitiated atmosphere actually obviates, by its stupifying action on the brain, the purposes of the School.

"*Fourth*—The buildings are miserably put together. The foundations are so poorly laid that they soon tumble, and the superstructures are racked to pieces, or stand askew. The frames and finish are of the cheapest kind, and soon the winds find their way through them in every direction.

The desks and benches are ingeniously inconvenient and uncomfortable, producing pains and aches innumerable. Most people of the present generation have a vivid and painful recollection of the seats of our old School-houses, without backs, and often too high to permit the feet to touch the floor. The suffering and weariness so produced were almost equal to the punishment of exposure at the pillory, or confinement in the stocks, bestowed in olden times upon criminals. The whole construction of the building, both external and internal, was such that it merited and received no repair, and soon lapsed into a mass of ruins.

"*Fifth*—Yards or play-grounds for the children are scarcely ever provided. Even in country places where land is very cheap, the School-house is frequently—and in the older States, *most* frequently—placed directly in the street, generally at a corner where two roads meet. Not one inch of ground is set apart for the use of the pupils. There is no place for recreation or privacy, but all is exposed to the public eye. The street is the only play-ground, and filth, within doors and without, is the consequence. With such an arrangement, it is impossible to inculcate those lessons of neatness and refinement which are among the most important objects of education.

"*Sixth*—A majority of School-houses are destitute of the necessary outbuildings. In many cases there is no privy at all; and in many others there is but one for a large School of both sexes. A man in a Christian land who would erect a house for his home without a privy, would be considered worse than a heathen; yet this is often done in the country School Districts, although in a School both sexes are brought together without the constant purifying and restraining influences which belong to the household. Every feeling of refinement, and even of decency, is outraged by the exposure thus induced, and in some measure the same results ensue from having but one small, exposed privy for a large School.

"*Seventh*—In fine, it is the united testimony of Superintendents, Committees of Investigation, and Boards of School Visitors, that in many places the pupils in School are worse provided for in all things belonging to comfort, convenience, and the cultivation of good manners and morals, than the inmates of our pauper-houses, or the prisoners in our penitentiaries."

There are a few good School-houses in the State. During the last year the little Town of Folsom erected a model School-house, the best adapted to the purpose for which it was designed of any in the State. It is a one story brick house, seventy feet by thirty, designed to accommodate one hundred and twenty children, Primary and Grammar Departments; is neat in its style of architecture, well furnished with good desks, beautifully located, and it cost only three thousand six hundred dollars, (\$3,600.) It is a fitting monument to the untiring labors of an enthusiastic Teacher, and the intelligence and liberality of the citizens of "Granite District."

The Cities of Marysville and Petaluma have well arranged School buildings. San José, Oakland, and Placerville, are badly in want of them. The little Town of Brooklyn is redeeming Alameda County by erecting a good School-house, with some pretensions to taste. Watsonville sets an example worthy of imitation in Santa Cruz County, by voting four thousand dollars (\$4,000) for a School-house. San Francisco is erecting a new brick edifice after the plan of one of the best Boston houses, at a cost of forty-five thousand dollars, (\$45,000,) which will be an architectural ornament to the city, and a model house in its internal arrange-

ments. With this exception, San Francisco has very little to be proud of in the line of School architecture. Many of her School buildings, though costly, have no pretensions to good taste, being disfigured by folding doors, and resembling huge "box-traps," more than modern School-rooms.

At least a hundred new School-houses will be built in this State during the next two years. A little foresight on the part of legislators will secure well arranged, comfortable, capacious houses, ornamental in their style of architecture, without being costly. I repeat the recommendation, that some provision ought to be made whereby the State Superintendent can furnish suitable plans to District School Trustees.

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### DEAF AND DUMB, AND BLIND.

The whole number of deaf and dumb persons, irrespective of age, in the State, is returned as eighty-one; of whom thirty-two are from San Francisco. The number of blind is returned as eighty-five; of whom twenty-nine are from San Francisco.

In consequence of the heavy pressure of official duties, I have found it impossible to visit the Asylum for these unfortunates, but classes from the institution were in attendance at the State Teachers' Institute, and exhibited a good degree of proficiency. The estimation in which the people of the State hold this Asylum was shown by the overwhelming majority in favor of the Asylum Building Act, appropriating seventy-five thousand dollars (\$75,000.) Will not the same people who cheerfully voted this sum, be willing to raise next year an equal amount to educate *twenty thousand children*, who are growing up in the blindness of ignorance?

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### MONGOLIAN, INDIAN, AND NEGRO CHILDREN.

The number of Mongolian or Chinese children returned by the School Census, is four hundred and fifty-five; none of whom attend School.

There is a School for Chinese in San Francisco, but it is designed principally for adults.

The number of Negro children returned, is seven hundred and thirty-five; of whom one hundred and sixty-two attend School.

The School Law excludes Negro, Chinese, and Indian children from the Public Schools, but provides for the establishment of separate Schools for them.

The number of Schools for colored children in the State is five, one in each of the following places: San Francisco, Sacramento, Marysville, San Jose, and Stockton.

The number of Indian children is four thousand five hundred and twenty-two; of which number San Diego returns two thousand one hundred.

In the City of Sacramento, by special law, Indian children are ad-

mitted into the Public Schools with white children ; but with this exception, no provision has been made for their education.

The State of New York has thirteen Schools for Indian children, and expended on them last year four thousand dollars (\$4,000.)

The State Superintendent speaks of them in his last report as follows :

“Chapter LXXI of the laws of eighteen hundred and fifty-six, enacts ‘that the Superintendent of Public Instruction shall be charged with providing the means of education for all the Indian children in the State. He shall cause to be ascertained the condition of the various bands in the State in respect to education; he shall establish Schools in such places, and of such character and description, as he shall deem necessary; he shall employ Superintendents for such Schools, and shall, with the concurrence of the Controller and Secretary of State, cause to be erected, where necessary, convenient buildings for their accommodation.’

“Until the passage of this Act, only feeble and fitful attempts had been made to educate the Indian children and youth in this State. Since then, either new School-houses have been built, or old ones have been repaired, on every one of the Reservations; Schools have been taught in them by competent Teachers, text books have been furnished, and the attendance and progress of the Indian children have been far better than had been anticipated by those who sought by such means to aid in their civilization.”

The Superintendent of Indian Schools, E. M. Petit, says :

“In places where Schools have been longest in progress, there is better attendance and more decided improvement, not only in the advancement in education and knowledge of the English language by the pupils in the Schools, but the people generally are becoming better informed as to current events and everything that appertains to their welfare, social comfort, and civilization; many of them take regularly weekly and daily papers, magazines, etc., and are well posted in relation to the affairs of the country. A large number of them have enlisted in the army, and fight as bravely as other men to put down the rebellion, inspired by motives—judging by the letters they write to their friends—truly patriotic, based upon an enlightened view of the cause of the rebellion and the importance of putting it down.

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#### STATE AGRICULTURAL SCHOOL.

As the Superintendent of Public Instruction was appointed, by resolution of the Legislature, a member of a Special Committee on this subject, to report at the next legislative session, he cannot, with propriety, present his views in this report.

He takes the liberty, however, of quoting the remarks of the Superintendent of Public Instruction of the State of New York :

"DONATION OF LANDS BY CONGRESS.

"On the second day of July, eighteen hundred and sixty-two, Congress passed an Act entitled 'an Act donating Public Lands to the several States and Territories which may provide Colleges for the benefit of agriculture and the mechanic arts.'

"This Act apportions to each loyal State thirty thousand acres of land, or its representative equivalent in scrip, in case there are no Public Lands within its boundaries, for each Senator and Representative in Congress to which it is entitled by the apportionment of representation under the census of eighteen hundred and sixty.

"It provides that where there are Public Lands in a State subject to sale at private entry at one dollar and twenty-five cents (\$1 25) per acre, the quantity to which such State may be entitled shall be selected from such lands; but in case the requisite quantity of such lands does not lie within its jurisdiction, the Secretary of the Interior is authorized to issue 'land scrip to the amount in acres for the deficiency in its distributive share; said scrip to be sold by the State, and the proceeds thereof to be invested in stocks of the United States, or of the States, or some other safe stocks yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, and the interest of which shall be inviolably appropriated to the endowment, support, and maintenance of at least one College, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislature of the State may prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.'

"To this State, the Secretary of the Interior will issue land scrip to the amount in acres of its distributive share; which scrip must be sold, and the proceeds thereof invested in 'stocks of the United States, or of the States, or some other safe stocks yielding not less than five per centum upon the par value of said stocks.'

"If any portion of the fund so invested, or any portion of the interest thereon, shall, by any action or contingency, be diminished or lost, it is required to be replaced by the State, so that the capital of the fund shall remain forever undiminished.'

"A magnificent contribution has thus been proffered for the benefit of education; and it only remains for the Legislature to express by law its acceptance thereof, and to make provision for the reception and sale of the land scrip to which it shall be entitled, and for the safe investment of the capital which will be thus acquired. The time of acceptance on the part of the State is limited to two years from the date of the approval of the Act by the President; but since any State, accepting the provisions of the Act, shall, within five years, provide at least one College in which shall be taught the branches of learning above mentioned, early action is deemed necessary for a certain and proper compliance with this requirement.

"The undersigned is persuaded that true economy and practical wisdom require that this fund shall go to the endowment and support of ONE INSTITUTION. If an attempt shall be made to endow two or more Colleges, the whole income may be comparatively useless. The division of it into two parts will be made the entering wedge for applications for



another and another division, until the whole will be so divided among many, that not any one will be complete in its facilities for instruction. The State has at various times made grants of land and money to Colleges and Academies, till the aggregate sum amounts to millions. It has from time to time given a pittance here and a pittance there; and it is not to be denied that, in numerous instances, the chief result of its bounty has been to enable many of these institutions to prolong a precarious existence, too weak to be of real public utility.

“ With the growing prosperity and accumulating wealth of the country, there arises the demand for a more learned class of intellectual leaders, who, furnished with the means and leisure necessary in the prosecution of philosophic investigation, may be induced to pursue science for the sake of science itself, irrespective at first of any immediate practical benefit; and who, finally, having acted as pioneers in the front of discovery, and as gatherers of the results of the labors of the learned of other countries and of other ages, shall in turn bestow upon the great public the conclusions of their wisdom, and thus contribute a most ample equivalent for the privileges assigned them. We need only direct attention to the Universities of Europe, to show the advantages of a plan which there furnishes such numerous patterns of ripe scholarship and so many examples of successful research in enlarging the boundaries of knowledge. What we need, most emphatically, therefore, is the establishment of ONE INSTITUTION, adequately endowed, offering ample inducements to learned men to become its inmates, and supplied with every attainable facility for instruction in the higher departments of literary and philosophical learning, as well as in the various branches of knowledge pertaining to the industrial and professional pursuits. Its corps of Teachers should be composed of men of vigorous natural endowments and the best culture, and in number sufficient to allow a complete division of labor. When thus appointed, the doors of the institution should be open to all who are prepared to enter; it should be free, so that lads born in poverty and obscurity, who may have shown themselves to be meritorious in the Primary Schools, shall not be excluded.”

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#### CONDITION OF THE SCHOOL FUND.

Under authority of an Act, approved May third, eighteen hundred and fifty-two, providing for the disposal of the five hundred thousand acres of land granted to this State by Act of Congress for the purpose of internal improvements, and reserved by the State Constitution for School purposes, it was made the duty of the State Treasurer to convert the proceeds “into bonds of the Civil Funded Debt of the State, bearing seven per cent interest per annum, and to keep such bonds as a special deposit in his custody, marked ‘School Fund,’ to the credit of said School Fund.”

This provision was never complied with, for payments were made in depreciated scrip, or Controller's warrants; the scrip paid in was cancelled, and to this extent the School Fund was used by the State to defray the ordinary expenses of government. The State, therefore, owed to the School Fund the sum of four hundred and seventy-five thousand five hundred and twenty dollars, (\$475,520,) derived from the sale

of two hundred and thirty-seven thousand seven hundred and sixty acres of land, sold prior to April twenty-third, eighteen hundred and fifty-eight. The State has always recognized this debt by appropriating annually for School purposes a sum equal to the interest at seven per cent per annum upon the amount of this indebtedness. But the School Department was placed completely at the mercy of the annual General Appropriation Bill, and if no appropriation was made, as was the case in eighteen hundred and sixty-one and eighteen hundred and sixty-two, there was no redress.

An Act, approved April fourteenth, eighteen hundred and sixty-three, provides for the gradual *funding* of this *unfunded* debt to the School Fund, by requiring, that whenever State bonds are redeemed, such bonds, to such amount as shall thus be redeemed with the sum of four hundred and seventy-five thousand five hundred and twenty dollars, (\$475,520,) shall not be cancelled, but shall be kept as a special deposit in the custody of the Treasurer, marked "School Fund," in the same manner and for the same purposes as are the bonds directly purchased for said School Fund.

Under this Act, the bonds redeemed during the year, and placed to the credit of the School Fund, amount to one hundred and seven thousand dollars, (\$107,000,) leaving a balance of two hundred and sixty-eight thousand five hundred and twenty dollars (\$268,520) yet to be funded. In four years, the entire indebtedness of the State to the School Fund will be *funded*, without additional taxation, and without encroachments on the ordinary revenues of the State.

Under Act of September third, eighteen hundred and fifty-eight, the law directs that the principal received from the sale of School Lands shall be invested in the purchase of seven per cent bonds, marked "School Fund." This law has been faithfully carried out. The five hundred thousand acre grant is all sold, as is shown by the following extract from the report of the Surveyor-General for eighteen hundred and sixty-two:

"Sold under School Land warrants issued prior to the passage of the Act of April 23d, 1858 .....	237,760.00
Sold for cash since the passage of the Act of April 23d, 1858.	261,197.83
Total disposed of.....	498,957.83

"Leaving a balance of one thousand and forty-two and seventeen one-hundredths acres, which is reserved as a margin to correct errors in the final adjustment of the grant."

#### SIXTEENTH AND THIRTY-SIXTH SECTIONS.

By Act of March third, eighteen hundred and fifty-three, Congress granted to California the sixteenth and thirty-sixth sections\* in each township for the support of Schools.

Under Act of April twenty-sixth, eighteen hundred and fifty-eight eighteen thousand seven hundred and twenty acres of land were sold by Boards of Supervisors, and the proceeds placed to the credit of the township in which the land sold happened to lie. In eighteen hundred and fifty-nine, the State Superintendent, Honorable A. J. Moulder, recommended that the "township plan" should be abolished, and that the

proceeds of the sale of these sections should be consolidated into a General School Fund, the interest of which should be apportioned semi-annually, on the basis of the number of children between four and eighteen years of age.

In his ninth annual report, the arguments in favor of a Common State Fund were so fully and ably set forth that the Legislature made provision for so consolidating the School Fund by Act of April twenty second, eighteen hundred and sixty-one. By a recent decision of the Supreme Court, the constitutionality of this Act has been affirmed.

By the same Act provision was made for the sale of those sections conceded to belong to the State, and of the lands selected in lieu of School sections settled on before survey or covered by private claims.

Two hundred and eighty-eight thousand four hundred and seventy acres have been sold at one dollar and twenty-five cents (\$1 25) per acre, amounting to three hundred and sixty thousand dollars, (\$360,000.) Purchasers are allowed a credit upon eighty per cent of the principal, provided they pay regularly, in advance, interest at the rate of ten per cent per annum upon the unpaid principal.

The proceeds of the sales of the eighteen thousand seven hundred and twenty acres sold prior to Act of eighteen hundred and sixty-one, were placed to the credit of School Districts in the township in which the sixteenth and thirty-sixth sections happened to lie, and hence has arisen a difficulty to which my predecessor twice alluded in his reports, and to which I again call attention by quoting his remarks:

"Section eight of the Act providing for the sale of the sixteenth and thirty-sixth sections, declares that 'all moneys heretofore derived as principal for the sale of the lands herein designated, and sold under the Act for the sale of the sixteenth and thirty-sixth sections, approved April twenty-sixth, eighteen hundred and fifty-eight, shall be paid by the counties in which such lands have been sold into the State School Fund; and if not so paid, such counties shall have a sum deducted from the pro rata they would be entitled to under this Act equal to the amount retained by them.' In several of the counties a number of School sections have been sold under the Act of April twenty-sixth, eighteen hundred and fifty-eight, and the proceeds have been paid into the County Treasuries. The Superintendent has no means of ascertaining, officially, in what counties such lands have been disposed of, how many acres have been sold, or to what sum the proceeds amount. Nor can he determine whether these counties have paid the proceeds into the State School Fund or not. It is impossible for him, therefore, 'to deduct from the pro rata such a county would be entitled to a sum equal to the amount retained by it.' There is no means of ascertaining this amount. But if there were, another difficulty would arise. The proceeds of the sale of the sixteenth and thirty-sixth sections belong exclusively, under the Act of April twenty-second, eighteen hundred and fifty-eight, to the inhabitants of the township in which they happen to lie—not to the inhabitants of the county at large.

"Even in the same county, certain townships possess School sections, while others have not an acre of land.

"The State Superintendent, under existing laws, apportions the School Fund among the several districts of the State, not among the counties. Certain districts, and in many instances only fragments of districts, included within the bounds of favored townships, receive the benefits of

the Fund derived from the sale of the townships' lands, while others are excluded from those benefits.

"It would be manifestly unjust to deduct any sum from a county's pro rata when such deduction would operate equally to the injury of the favored and the excluded districts."

The revised School law requires School Trustees to report to the County Superintendents the amount of money received as interest on Township School Funds, but no such returns have been made, simply because it was impossible for the Trustees to ascertain the existence of any such Fund. The County Treasurers evidently have no knowledge of its existence, as the column for "Township Fund" is uniformly left blank. If this Township Fund is not a myth, the law should be so amended as to require the County Clerk to report the amount to the Superintendent of Public Instruction, and the Superintendent should be authorized to deduct from the pro rata of the districts an amount equivalent to the sum received as interest on the Township Fund.

The School Lands sold by Boards of Supervisors of the several counties, under Act of April twenty-sixth, eighteen hundred and fifty-eight, according to the last report of the Surveyor-General, are as follows:

Counties.	Acres.
" Merced .....	680.00
Humboldt .....	880.00
Placer .....	4,400.00
Sacramento .....	1,031.00
San Joaquin .....	6,433.00
Shasta .....	720.00
Siskiyou .....	2,320.00
Solano .....	160.00
Stanislaus .....	336.00
Tehama .....	280.00
Tulare .....	1,480.00
Total, as far as reported .....	18,720.00

"A law should be passed requiring the Board of Supervisors of each county to report to the Controller or Register of the State Land Office, the amount of lands sold, and the price for which the same was sold, under the Act of April twenty-sixth, eighteen hundred and fifty-eight, in order that the provisions of section eight of the Act of April twenty-second, eighteen hundred and sixty-one, may be carried out."

#### UNIVERSITY FUND.

The exact condition of this Fund was so well set forth by my predecessor in office, Hon. A. J. Moulder, in the Twelfth Annual Report of the Department, that I quote his remarks in full:

"THE UNIVERSITY FUND.

"By section twelve of an Act approved March third, eighteen hundred and fifty-three, Congress granted to California seventy-two sections, or forty-six thousand and eighty acres of land for the use of a Seminary of Learning. By an Act of our Legislature, approved April twenty-third, eighteen hundred and fifty-eight, provision was made for the sale of these lands. It was directed that they should be sold in the same manner, on the same terms, and subject to the same conditions, as the unsold portions of the five hundred thousand acres. Under the operation of this law, thirty-nine thousand six hundred and forty-seven acres have been sold to date, leaving but six thousand four hundred and thirty-three acres unsold.

"At one dollar and twenty-five cents (\$1 25) per acre, the price fixed by the law, these forty-six thousand and eighty acres would bring fifty-seven thousand six hundred dollars (\$57,600.)

"It was provided that the proceeds of the sales of these lands should be paid into the School Land Fund, and, from time to time, should be invested in State seven per cent bonds, for the benefit of the School Fund.

"It was further directed that the Board of Examiners should, at the expiration of one year from the passage of the Act, that is to say, on the twenty-third of April, eighteen hundred and fifty nine, take and use fifty-seven thousand six hundred dollars (\$57,600) of any money belonging to the School Fund, for the purpose of buying bonds; and when said bonds had been so purchased, that they should be delivered to the Treasurer of State, and kept by him as a special deposit, marked 'Seminary Fund,' to the credit of said Fund. All interest paid into the Treasury on said Seminary bonds was to be invested in State bonds in the same manner.

"But neither on the twenty-third of April, eighteen hundred and fifty-nine, nor at any subsequent time, has the Board of Examiners purchased the bonds for the Seminary Fund, as by this law required.

"This Fund is, in fact, a myth. Most of the lands belonging to it have been sold, and the School Fund proper has received the proceeds and the semi-annual interest thereon.

"It is full time that the debt so long due to the Seminary Fund should be settled.

"The account stands as follows :

<i>" Due by School Fund to Seminary Fund :</i>	
For principal due by law, April 23d, 1859.....	\$57,600
For four years' interest, at seven per cent per annum, to April 23d, 1863.....	16,128
Total.....	\$73,728"

## DEPARTMENT OF PUBLIC INSTRUCTION.

An impression seems to have quite generally prevailed, that the Superintendent of Public Instruction holds the only sinecure office in the State; that he has little to do, except to allow his Clerk to make up the annual report, and take pleasure trips up and down the Sacramento, in search of his monthly salary of State scrip. For the purpose of correcting this notion, and showing that the State Superintendent has something to do besides sitting in his office chair, I make the following statement of the official

### WORK FOR THE YEAR.

The first three months after assuming the duties of the office, January, February, and March, were devoted exclusively to the revision of the School Law under the direction of the legislative Committees on Education. April was occupied in revising the forms and blanks of the department, and in making arrangements for a State Teachers' Institute. The Institute in May, and the examination of the papers of the State Board of Examination, made that month an unusually busy one. June, July, and August were given to travelling, lecturing, and visiting Schools; September was devoted to County Teachers' Institutes, and October to the annual report of the Department.

### CIRCULARS.

In March, an Institute circular of twenty pages, addressed to County Superintendents, Teachers, and Trustees, was issued from the Department, and four thousand copies distributed among the various School officers. In June, a second circular, of sixteen pages, was issued to School Trustees, instructing them in the discharge of their duties.

The proceedings of the State Teachers' Institute were prepared for publication in the office, and two thousand four hundred copies were sent to the Teachers and School officers of the State.

### FORMS AND BLANKS.

The revised forms and blanks prepared in the Department, to meet the wants of the new School Law, are as follows:

Public School Register; Public School Teacher's Report; Public School Trustees' Report; School Census Marshal's Report; Appointment of School Census Marshal; Trustees' Certificate of Election; Appointment of School Trustees; Trustees' Order Book on County Superintendent; Election Posters; Public School Teacher's Oath of Allegiance; State Series of Text Books; State Tax Petition; State Educational Diploma; State Teacher's Certificate; County Certificate; Temporary Certificate; County Superintendent's Report; Supplementary Report of County Superintendent; County Treasurer's Report; Order Books for Department of Instruction; County Superintendent's Warrant Book.

The preparation of all the foregoing forms and blanks involved a careful study of the School laws of other States, and occupied no small share of time. It has been my endeavor to secure a system of reports inferior in no respect to those of any other State in the Union. The printing of these forms was executed by the State Printer, with neatness and dis-

patch, and typographically their appearance is a credit to the Department.

#### POSTAGE AND EXPRESSAGE.

More than five hundred packages have been sent from the office to County Superintendents and School officers, by Wells, Fargo & Co.'s Express; and at least three thousand documents and small packages have been sent by mail directly to the address of Trustees and Teachers. The number of blanks and forms published and sent out during the year, as exhibited in the following table, will show the requirements of the Department in the way of printing and postage:

Revised School Law.....	4,000
Institute Circular .....	4,000
Trustees' Circular.....	3,000
Institute Proceedings .....	2,400
School Registers .....	1,200
Election posters in April .....	4,000
Election posters in August .....	4,000
Reports of Teachers.....	3,000
Reports of Teachers.....	1,500
Reports of Census Marshals .....	6,000
Trustees' Certificate of Election.....	2,000
Trustees' Order Books .....	1,500
Oath of Allegiance.....	2,000
County Teachers' Certificates.....	1,000
State Educational Diplomas.....	50
State Certificates .....	100
Temporary Certificates.....	1,000

#### TRAVELLING, AND TRAVELLING EXPENSES.

Section nine of the Revised School Law reads as follows :

"SECTION 9. It shall be the duty of the Superintendent of Public Instruction to travel in the different counties of the State, so far as is possible without neglecting his other official duties, during at least four months of each year, for the purpose of visiting Schools, of consulting with County Superintendents, of lecturing before County Institutes, and of addressing public assemblies on subjects pertaining to Public Schools; and the actual travelling expenses incurred by the Superintendent in the discharge of this duty shall be allowed, audited, and paid out of the General Fund in the same manner as claims upon said Fund are now allowed, audited, and paid; *provided*, that the sum so expended in any one year shall not exceed one thousand dollars; and the sum of one thousand dollars, or so much thereof as may be necessary, is hereby annually appropriated for the payment of the same."

In compliance with this requisition of the law, I have lectured and visited Schools in the counties of Alameda, Santa Clara, San Mateo, San Francisco, Contra Costa, El Dorado, Amador, Sacramento, Solano, Napa, and Sonoma, having travelled more than three thousand miles, delivered

thirty lectures and addresses on Public Schools, and visited ninety-five Schools.

During the first six months of the year, prior to the beginning of the fifteenth fiscal year, my travelling expenses, amounting to three hundred dollars, (\$300,) were paid by myself, the old law, with a liberality like that of the Pickwick Club, kindly allowing the Superintendent to visit all the Schools in the State and lecture in every School-house, *provided*, "no expense was incurred to the State."

Travelling expenses were incurred in the months of July, August, and September, to the amount of two hundred and fifty dollars, (\$250,) which were paid by the State under the provisions of section nine of the Revised School Law, which, with the same Pickwickian spirit of liberality, requires the Superintendent to pay out cash, and receive in lieu thereof State scrip worth seventy cents (70 cents) on a dollar. This is a very economical arrangement on the part of the State, but a decidedly expensive luxury to the State Superintendent. Stage drivers and hotel keepers not being willing to take orders on the State Controller, "in the present financial condition of the State," the Superintendent confined his travels to the most economical routes, and utterly failed to visit the more distant counties. The Superintendent respectfully asks the Legislature that a law may be passed compelling stage drivers to take orders on the State Controller as "legal tenders," or that some other provision may be made whereby his actual travelling expenses shall be paid, otherwise he will be compelled to remain at home "from want of funds."

#### SALARY.

The salary of the Superintendent of Public Instruction is nominally three thousand dollars, (\$3,000,) payable in State scrip, worth, at the current rate of brokers' discount on needy officials, seventy cents (70 cents) on the dollar, equivalent to a cash salary of about two thousand dollars (\$2,000.) Deducting from this the loss on travelling expenses, and one thousand seven hundred dollars (\$1,700) is a fair cash estimate of the amount of salary the Superintendent actually draws from the State.

The salary of the Superintendent was originally four thousand dollars (\$4,000) per annum. Next, it was reduced to three thousand five hundred dollars (\$3,500,) and, last year, to three thousand dollars (\$3,000.)

If it is intended that the office should be a sinecure, this is too much; if it be expected that the Superintendent shall perform the work so necessary to be done, it is too little.

The Superintendent of Public Schools in the City of San Francisco is paid a cash salary of four thousand dollars (\$4,000) a year, and no one thinks it too high. Is the office of Superintendent of Public Instruction any less responsible, or are the duties any less arduous? The Teachers of the San Francisco High School are paid two thousand seven hundred dollars (\$2,700) a year in cash, and the Principal of a City Grammar School receives a salary of one thousand nine hundred dollars (\$1,900) per annum.

Without being inclined to overrate the duties of the office, I am of the opinion that the State Superintendent ought to receive as high a salary as the Master of a Grammar School. Were I not the incumbent, I should say that the salary of the Superintendent of Public Instruction ought to be raised to four thousand dollars (\$4,000) per annum, the salary paid other State officers.



While the position may not be as responsible as that of some State offices, the personal labor which the Superintendent is called upon to perform, is quite as great. The office is allowed only one Clerk, and the Superintendent is required to act as Travelling Agent, in addition to other duties.

In many States, a Special Travelling Agent is employed, whose sole business is to lecture and visit Schools. Certain it is, that no Department of the Government is more intimately related to the vital interests of the State than the Department of Public Instruction.

The organization of the Department of Instruction in Pennsylvania is as follows: State Superintendent, Deputy Superintendent, four Clerks, and a Messenger.

In a new State like ours, the work of the State Superintendent is that of *organizing*, and there is no limit to efforts in this direction. During the past year, without the voluntary assistance of Teachers, it would have been utterly impossible to have promptly performed the work of the office, in addition to outside duties.

Whether the salary of the Superintendent be raised or not, will make no difference in the discharge of his official duties so long as he holds the office, but necessity may compel him, before long, to resign the position and teach some District School to earn a living.

#### ANNUAL REPORTS.

Last year, one hundred and twenty copies of the annual report of the Superintendent were allowed to his office. Of this number, fifty were sent to the County Superintendents—one copy to each; fifty to the press, a few to the Eastern educational journals, and one copy was retained for use in the office.

I have received during the year the reports of all the loyal States, and when asked for the report of California in exchange, I have been under the mortifying necessity of stating that the Legislature had placed the Department on so economical a footing it was too poor to supply a single copy.

The Legislature of Massachusetts, by a standing provision, has instructed the Secretary of the Commonwealth, under the direction of the Governor, to obtain and forward, at the *public expense*, books and other documents containing information respecting the literary, charitable, and other institutions of the Commonwealth, as applications are received from time to time from the authorities of other States or of foreign countries.

In many of the States a copy of the annual report of the Superintendent is supplied to every School officer. The number of copies which ought to be allowed the office of the Superintendent is as follows:

County Superintendents, ten copies each.....	450
Boards of Public School Trustees, one copy each.....	800
Public School Teachers, one copy each .....	900
Eastern Exchanges.....	500
Total .....	2,650

The people need information relating to educational movements, and I know of no measure better calculated to raise the standard of official duty among School officers, than to place in the hands of each the annual report of the State Superintendent, which exhibits a general view of the condition of the Public Schools of the State. The policy of economizing in the printing of a few hundred copies of such a report may justly be characterized as "penny wise and pound foolish."

#### CONTINGENT EXPENSES.

For the fifteenth fiscal year the munificent sum of fifty dollars (\$50) was appropriated for the contingent expenses of the office—but that liberality was not without qualification, for fifty dollars (\$50) was deducted from the usual amount appropriated for light, fuel, and stationery. The total amount of the "Appropriation for Contingent Expenses" was expended as follows:

One copy of Johnson's Atlas.....	\$15 00
One Standing Desk for office.....	35 00
Total Expenditures.....	\$50 00
Amount of Appropriation.....	\$50 00
Balance on hand .....	\$00 00

Minor "contingents" to the amount of some seventy dollars (\$70) have been paid by the Superintendent out of the somewhat scanty proceeds derived from the sale of Controller's warrants.

The office rooms of the Department can hardly be said to very creditably represent the State. They contain three chairs, two of which are broken; one tolerable table, and one rickety one; a threadbare carpet; and an abundance of venerable and antique School books. In respect to furniture generally, it is in keeping with the country School-houses of the State.

The appropriation for rent being insufficient, in consequence of a prevailing antipathy to "Controller's warrants," the Superintendent has had the pleasure, in addition to numberless little contingent items, of paying five dollars (\$5) a month cash out of his own pocket. The office ought to be supplied with a full set of Barnard's *Journal of Education*, bound files of all State Teachers' journals, and the educational periodicals of other countries. As the office is daily visited by Teachers and School officers from all parts of the State, it should contain all new maps, charts, books, apparatus, and School appliances. In view of all these wants, I most respectfully ask for an appropriation of five hundred dollars (\$500) for the contingent expenses of the office of Superintendent of Public Instruction.

The appropriation for contingent expenses of the Department of Instruction of Pennsylvania is two thousand six hundred dollars, (\$2,600.)

## DEPARTMENT APPROPRIATIONS.

The following appropriations will be needed for each of the sixteenth and seventeenth fiscal years :

For what Purpose.	Sixteenth Year.	Seventeenth Year.
Postage and Expressage.....	\$800	\$800
Rent of Office.....	500	500
Lights, Fuel, and Stationery.....	300	300
Contingent Expenses.....	500	500
Travelling Expenses.....	1,000	1,000
Total.....	\$3,100	\$3,100

## DEFICIENCY APPROPRIATIONS.

A deficiency appropriation of two hundred and fifty dollars (\$250) is required to pay the salary of the Superintendent of Public Instruction for the month of June, eighteen hundred and sixty-three—fourteenth fiscal year. The reduction of the salary of the Superintendent from three thousand five hundred dollars (\$3,500) to three thousand dollars, (\$3,000,) did not take effect until the expiration of the term of office of my predecessor—December thirty-first, eighteen hundred and sixty-two—and as the appropriation made by the Legislature for the fourteenth fiscal year was only three thousand dollars, (\$3,000,) it was exhausted on the thirty-first of May, eighteen hundred and sixty-three. An appropriation of seventy-five dollars (\$75) for contingent office expenses ought, in justice, to be made; for stationery, light, and fuel, fifty dollars (\$50); and for travelling expenses incurred in the month of June, after the revised law took effect, but before the beginning of the fifteenth fiscal year, sixty-six dollars (\$66.)

## STATEMENT

*Of the Expenditure of Appropriations made to the Office of Superintendent of Public Instruction—Fourteenth Fiscal Year.*

Rent of Office.....	\$360 00
Postage and Expressage.....	569 25
Stationery, Lights, and Fuel.....	190 12
Travelling Expenses.....	66 00
Total.....	\$1,185 37

## STATEMENT

*Of Expenditures during the Fifteenth Fiscal Year, from July 1st, 1863, to December 1st, 1863.*

Rent of Office.....	\$187 50
Postage and Expressage.....	316 95
Stationery, Lights, and Fuel.....	72 50
Travelling Expenses.....	311 25
Contingent Expenses.....	50 00
Total.....	\$938 20
<i>State Teachers' Institute.</i>	
Rent of Hall, Reporter, and Lecturers .....	\$1,898 69

JOHN SWETT,  
Superintendent of Public Instruction.



Subscribed and sworn to, before me, this sixteenth day of  
November, eighteen hundred and sixty-three.

W. O. ANDREWS,  
Notary Public, San Francisco, California.

## STATE SCHOOL TAX.

The most important measure which demands the attention of legislators, is that of a State School tax for the better maintenance of Public Schools. I believe the time has arrived in the history of our State when the absolute necessity of such action can be fully demonstrated, and when the efficiency of the Schools cannot be greatly increased without it. Whenever the question of increased taxation is agitated, it is due to tax payers and property holders that good and sufficient reasons should be explicitly set forth, and that it should be clearly shown that the public good requires it. The condition of the Public Schools, as exhibited by the statistical returns, will be to many minds conclusive evidence of the necessity of a State School tax; but the importance of the question demands that argument should be added to the weight of facts and figures.

Our American system of Free Schools is based upon two fundamental principles or axioms:

*First*—THAT IT IS THE DUTY OF A REPUBLICAN OR REPRESENTATIVE GOVERNMENT, AS AN ACT OF SELF-PRESERVATION, TO PROVIDE FOR THE EDUCATION OF EVERY CHILD;

*Second*—THAT THE PROPERTY OF THE STATE SHOULD BE TAXED TO PAY FOR THAT EDUCATION.

Simple propositions, they seem ; yet they have been recognized and acted upon in no other country but our own. Other nations, it is true, have their national systems of instruction partially supported by Government, and under Government control ; but no nation in the history of the world has ever organized a system of Schools like ours, controlled directly by the people, supported by taxation ; free to all, without distinction of rank, wealth, or class ; and training all children alike, whether foreign or native born, to an intelligent comprehension of the duties, rights, privileges, and honors of American citizens.

In the minds of the hard-fisted, iron-willed settlers of Massachusetts Bay, where, under the wintry sky of suffering, want, and war, the germs of our American School system struggled into existence, Common Schools and taxation were as inseparably connected as were taxation and representation.

A few extracts from the old Colonial laws will show how early our Free School system sprang into existence. A section of the Massachusetts Colony laws of sixteen hundred and forty-two reads as follows :

“ Forasmuch as the good education of children is of singular behoof and benefit to any Commonwealth ; and whereas, many parents and masters are too indulgent and negligent of their duty in that kind ; it is ordered that the Selectmen of every town shall have a vigilant eye over their brethren and neighbors, to see, first : that none of them shall suffer *so much barbarism in any of their families as not to teach, by themselves, or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue*, upon penalty of twenty shillings for each neglect therein.”

In sixteen hundred and forty-seven this law was followed by another, to the end, in the words of the statute, “ *that learning may not be buried in the grave of our fathers in the Church and the Commonwealth*,” which required every town of fifty families to provide a Teacher to instruct all the children of the town in reading and writing, and every town of a hundred families to set up a Grammar School, with a Teacher competent to fit young men for the University ; the expense of these Schools to be borne by the town, or by the parents, as the town should determine.

In sixteen hundred and ninety-two, the law provided that these Schools should be supported *exclusively by tax levied on all the property of the town*.

In sixteen hundred and sixty-nine, the Colony of Plymouth passed the following law :

“ *Forasmuch as the maintenance of good literature doth much tend to the advancement of the weal and flourishing state of societies and republics*, this Court doth therefore order, that in whatever township in this government, consisting of fifty families or upwards, any meet man shall be obtained to teach a Grammar School, such township shall allow at least twelve pounds, to be raised by rate on all the inhabitants.”

The following is the old Colonial Connecticut law for “ appointing, encouraging, and supporting Schools :”

“ Be it enacted by the Governor, Council, and Representatives, in General Court assembled, and by the Authority of the same : That Every Town within this Colony wherein there is but one Ecclesiastical Society, and wherein there are Seventy House Holders or Families, or upwards,

shall be at least Eleven Months in each Year Provided with and shall Keep and Maintain One good and sufficient School for the Teaching and Instructing of Youth and Children to Read and Write, which School shall be steadily Supplied with, and Kept, by a Master, sufficiently and suitably Qualified for that Service.

"And, also, there shall be a Grammar School Set up, Kept, and constantly maintained in every Head or County town of the several Counties, that are or shall be Made in the Colony, Which shall be steadily Kept by some Discreet Person of good Conversation, and well Skilled in and Acquainted with the Learned Languages, Especially Greek and Latin."

For the support of these Schools, a tax of "Forty Shillings" upon every "Thousand Pounds in the Lists of the Respective Towns," was levied and collected.

Many of the wealthy counties of California levy, this year, a smaller School tax than was paid by the hard-fisted colonists of Connecticut.

Horace Mann, in his Tenth Annual Massachusetts Report, said :

"It is impossible for us adequately to conceive the boldness of the measure which aimed at universal education through the establishment of Free Schools. As a fact, it had no precedent in the world's history; and, as a theory, it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshalled against any other institution of human origin. But time has ratified its soundness. Two centuries of successful operation now proclaim it to be as wise as it was courageous, and as beneficent as it was disinterested. Every community in the civilized world awards it the meed of praise, and States at home, and nations abroad, in the order of their intelligence, are copying the bright example. What we call the enlightened nations of Christendom are approaching, by slow degrees, to the moral elevation which our ancestors reached at a single bound; and the tardy convictions of the one have been assimilating, through a period of two centuries, to the intuitions of the other.

"The establishment of Free Schools was one of those grand mental and moral experiments whose effects could not be developed and made manifest in a single generation. But now, according to the manner in which human life is computed, we are the sixth generation from its founders; and have we not reason to be grateful, both to God and man, for its unnumbered blessings? The sincerity of our gratitude must be tested by our efforts to perpetuate and to improve what they established. The gratitude of the lips only is an unholy offering."

In seventeen hundred and eighty-five, an ordinance respecting the disposition of the Public Lands, was introduced into the old Congress, referred to a committee, and passed on the twentieth of May, which provided that the sixteenth section of every township should be reserved "for the maintenance of Public Schools."

The celebrated ordinance of seventeen hundred and eighty-seven, which confirmed the provisions of the land ordinance of seventeen hundred and eighty-five, further declared, that "*RELIGION, MORALITY, and KNOWLEDGE, being necessary to good government and the happiness of mankind, SCHOOLS, and the means of EDUCATION, shall be forever encouraged.*"

As the results of this noble policy, more than fifty millions of acres of the Public Lands have been set apart for the purposes of education.

Yet our Free School System, like the pine upon its native hills, was a plant of slow growth; the reason why, perhaps, it is so firmly rooted in the hearts of the people.

Only three States, at the time of the adoption of the Constitution, had made any constitutional provision for the support of Free Schools. But State has followed State, one after another wheeling into line, until now nearly every loyal State has recognized the democratic principle that Free Schools should be supported by taxation, for the benefit of all classes of the people.

California remains the most striking exception, for only about one third of her Schools are Free Schools; two thirds being partly maintained by tuition—thus taxing individuals instead of property.

The money raised for the support of Public Schools in the different States is usually derived from the following sources :

*First*—Interest on School Funds derived from the sale of Public Lands reserved for School purposes by the General Government ;

*Second*—County or township tax ;

*Third*—District tax ; and,

*Fourth*—State tax.

Nearly all the States have found it necessary to assess a direct State tax for the support of Schools, in addition to county or township and district taxes. The example of other and older States may teach a useful lesson to California.

Illinois has a right to be heard first of all ; for, as the fruit of her noble and liberal provision for her Public Schools—those nurseries of patriotism—she has sent *five thousand* of her patriotic Teachers into the National Army, and stands credited by the Government with eight thousand men over all requisitions. Well may the State (so long represented in the Senate of the United States by Stephen A. Douglas, graduate of a District School in Vermont—which has sent another of her adopted sons, also a Public School boy, to control the destinies of the Nation in its most dangerous crisis) be proud of her record and of her Schools. She has a School Fund of nearly four millions of dollars, (\$4,000,000) ; she raised by district taxes last year, more than a million of dollars (\$1,000,000) ; and yet, in addition, she raised a State School tax of two mills on the dollar.

The following communication from the State Superintendent of Illinois explains itself :

DEPARTMENT OF PUBLIC INSTRUCTION, }  
Springfield, Illinois, September 23d, 1863. }

HON. JOHN SWETT,  
Superintendent Public Instruction, State of California :

VERY DEAR SIR :—Your favor of August twentieth was received in due time, and would have received an earlier reply but for my protracted absence from home.

I herewith have the pleasure of communicating the information requested, and hope you may find it serviceable for the purpose mentioned in yours.

That portion of our Common School Fund which is derived from a direct State tax, and which is denominated the "State Tax Fund," is raised by the annual levy and assessment, by legislative authority, under the Act of eighteen hundred and fifty-five, "to establish and main-

tain a system of Free Schools," of a tax of two mills ad valorem upon all the taxable property of the State. Following you will find a statement of the amounts of State tax apportioned to the counties by our State Auditor for a term of years, commencing with the year eighteen hundred and fifty-six, and including the year eighteen hundred and sixty-two. Of the amounts so apportioned, you will observe that the maximum was reached in eighteen hundred and fifty-nine, since which year there has been a falling off. This fact is attributable, not to any "change of base" in our tax-raising policy, but simply to the diminished valuation of property, consequent upon the monetary reverses of the country.

*Amounts of State Tax Apportioned to the Counties.*

Eighteen hundred and fifty-six.....	\$606,809 51
Eighteen hundred and fifty-seven.....	660,000 00
Eighteen hundred and fifty-eight.....	743,000 00
Eighteen hundred and fifty-nine.....	763,231 00
Eighteen hundred and sixty.....	738,183 00
Eighteen hundred and sixty-one.....	678,751 00
Eighteen hundred and sixty-two.....	664,000 00

We think the lowest point of depression has been reached, and anticipate an increase of the amount of State tax corresponding with the recent increased valuation of property.

Most truly yours,

JOHN P. BROOKS,  
Superintendent Public Instruction.

Michigan stands side by side with Illinois in the assessment of a two mill tax. The following letter has been received from the Department of Public Instruction of that State:

DEPARTMENT OF PUBLIC INSTRUCTION,  
Office of Superintendent, Lansing, Michigan, Sept. 12th, 1863. }

Hon. JOHN SWETT,  
Superintendent of Public Instruction, California:

DEAR SIR: In answer to your favor of the twentieth ultimo, I have to say: Our Statute School tax is, per annum, two mills on the dollar of the property, assessed value; which is one half to two thirds the real value. The aggregate last year was about two hundred and fifty thousand dollars (\$250,000.) This can be used only for paying Teachers. It was increased from one mill to two mills in eighteen hundred and fifty-nine; and notwithstanding the times, nobody has made any effort to go back to the one mill.

In May last, we apportioned one hundred and thirty thousand dollars (\$130,000) interest on the School Fund, upon two hundred and sixty-one thousand children between five and twenty years of age. This, also, is paid only to Teachers.



In addition to the above, the graded districts, over one hundred in number, can raise any amount they please; and all other districts such amounts as they desire, not exceeding one dollar (\$1) per scholar. About eighty-five thousand dollars (\$85,000) was thus raised the past year.

This makes all the taxes on property for payment of Teachers; the rate bills, in addition, amounting last year to only forty-three thousand two hundred dollars (\$43,200.)

Taxes on property voted by the districts for other purposes—building, etc.—amounted to one hundred and sixty-two thousand dollars (\$162,000.) I give round numbers.

This will give you a good idea of our burden of taxation for Primary Schools, of which very few complain.

There is, also, paid from the State Treasury, for the University, six thousand dollars (\$6,000;) for the Agricultural College, nine thousand dollars (\$9,000;) for the Normal School, six thousand five hundred dollars (\$6,500.)

We are happy to hear of your triumphant re-election.

Very respectfully, yours,

J. M. GREGORY.

By C. B. STEBBINS,

Deputy Superintendent of Public Instruction.

Ohio assesses a State School Tax of one and three tenths mills on the dollar valuation of all the property of the State, raising last year from this source one million and seventy-four thousand dollars (\$1,074,000,) in addition to one million five hundred thousand dollars (\$1,500,000) by township taxation. Ohio is second only to Massachusetts in the amount of money, per each white inhabitant, raised for School purposes; and her School system is second to none.

The State Superintendent of Pennsylvania writes as follows:

PENNSYLVANIA, DEPARTMENT OF COMMON SCHOOLS, }  
Harrisburg, September 11th, 1863. }

HON. JOHN SWETT,

San Francisco, California.

SIR: Your letter of inquiry has been received. Allow me, in reply, to say that we have in this State no uniform State tax for School purposes. We distribute a specified amount each year, which is drawn from the State Treasury, and the sum must be fixed by an Act of the Legislature each year. For the current year it is three hundred and sixteen thousand eight hundred and twenty-five dollars (\$316,825.) This is divided among the districts, and then the School Directors of the districts, or townships, which are the same, raise by taxation a sum sufficient to keep the Schools in operation as long over four months as they see fit. This per cent differs materially in the different districts; but the average in the State last year, or the year closing June fourth, eighteen hundred and sixty-three, was four and seventy-five one hundredths mills; and the sum thus raised was one million six hundred and eighty-six thousand and ninety-five dollars and three and one fourth

cents (\$1,686,095 03½.) I think I forwarded to your address, some weeks since, a copy of our last report, and our School Law; if they have not been received, please inform me, and I will send others.

Very respectfully, yours,

C. R. COBURN,  
Superintendent Common Schools.

Thomas H. Burrowes, ex-Superintendent of Pennsylvania, in his last report, says of the State appropriation:

"The firmness of the Legislature in sustaining liberal appropriations to the Common Schools, has been of incalculable advantage to the system, encouraging its friends, strengthening feeble districts, securing the correction of local abuses, and more faithful compliance with the terms of the law. The continuance of this judicious line of policy is earnestly recommended. Appropriations are annually made to prisons and houses of refuge; to the blind, the deaf, the feeble minded, and insane; and their propriety is not doubted. But surely our army of Common School children, six hundred thousand strong, with plastic minds in normal condition, whose educational training must make or mar the destiny of the Commonwealth, are not less worthy the generous care and sustaining bounty of the peoples' representatives."

Wisconsin sends the following:

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }  
Madison, Wisconsin, September 11th, 1863. }

Hon. JOHN SWETT,

• Supt. Public Instruction, San Francisco, Cal.:

DEAR SIR:—Your favor of the twenty-first of August is just received. We have no direct State taxation for School purposes. Our State laws, however, require each town to levy upon itself a tax at least equal to one half the amount received during the previous year from the State School Fund, (derived from income of School Lands.) The towns generally exceed the amount required, and raise nearly as much as they receive from the State. This has required a levy of nearly three fourths of a mill upon the dollar valuation. The limit fixed by statute is three mills upon the dollar. For several years past the average has been not far from two thirds of a mill.

The whole amount raised by tax for School purposes last year, including district taxes, was about three and one fourth mills upon the dollar. The law fixes no limit upon district taxation, except in districts having less than two hundred and fifty inhabitants. The limit is then six hundred dollars (\$600) in any one year for School purposes.

It seems to me that a better and more just way would be the one you propose to adopt, i. e., to raise a School Fund by State taxation. It is more uniformly and surely paid than in any other way.

Yours, very truly,

J. L. PICKARD,  
Superintendent Public Instruction.

Kentucky assesses a State School tax of one half of one mill on the dollar. Her liberal School policy saved her from the clutches of secession. The State Superintendent, in the report of eighteen hundred and sixty, said :

"The second method of continuing and extending our plan of popular education, by taxation of five cents on the hundred dollars' worth of taxable property throughout the Commonwealth, is one that promises to be permanent, and is the main cause of the rapid and thorough extension of the School system. In a State like Kentucky, in many places thinly inhabited, but presenting everywhere an unlimited capacity of production—in agriculture, commerce, arts, manufactures, and mining—an impetus given to education by the Government is a matter of almost indispensable necessity.

"Our School system is secure. In point of permanence I class it with those three great departments among which the Constitution has distributed the powers of our State government—the Legislative, the Executive, and the Judiciary.

"Is it error in us, then, to attach to the work of educating the masses in this State the very highest interest, or to elevate it to a standard of the very highest importance? Already is it apparent, and yearly will it become more so, that Kentucky, in the adoption of a thorough educational system, has been most fortunate. In her Common Schools rests the sheet anchor of her safety.

"Kentucky, the pioneer among the Southern States in the great work of popular education, has striven most for peace, whilst the lurid fires of revolution glimmered around and threatened to invade her borders.

"It was well said by Lord Brougham, one of the greatest of modern reformers, of the 'Iron Duke,' whose illiberal statesmanship sullied the laurels won by his valor, that 'he feared not any unconstitutional attack on the liberties of the people of England from the Duke of Wellington. There was another person abroad more powerful than the Duke—the Schoolmaster was abroad.' And so is it in Kentucky. There are various causes that control the present destinies of our State, and not the least among them is to be found in the fact that 'the schoolmaster is abroad.' Knowledge, from her many strongholds—those District Schools throughout our land—is beginning to take a part in the conflict. 'The cheap defence of nations' is being proved in this the day of national trial. Had a sum equalling but the tenth part of those immense amounts which are now being raised throughout the Union, been devoted, years ago, to the furtherance of popular information, moral enlightenment might have averted evils which are now to be removed by the hand of physical power. Sectional factions, not confined to any, but extending themselves over all quarters of the Union, owe their successes, and even their existence, to one cause—to ignorance; ignorance of the true relations which should subsist forever between a good government and a free people, ignorance of our own duties, ignorance of the rights of others.

"It was the boast of Sir Edward Coke, and it has been for centuries the crowning merit of the Common Law, that it 'carries justice home to every man's door.' So should it be the praise of our system of Common Schools, that it sheds abroad a light of knowledge to every hall and hamlet in the land. The rich men who cast their gifts into the treasury, and the poor widow who casts in thither her two mites, resort, when they have grievances to be redressed, to the same tribunal of justice.

They worship at the same altar. *Their children should be educated in the same Schools.*

"A revolution which would close the doors of all our Public Schools would be, in my opinion, more calamitous in its effects on the country, than that which now threatens the subversion of our political institutions. It would not only denationalize, which is bad enough, but, in the end, thoroughly demoralize our people. In truth, it is an unvarying characteristic of revolutions, that those which subvert the educational interests of a country, it matters not how they begin, all end in an age of darkness."

Governor Bramlette, in his late message, pays the following eloquent tribute to the Public Schools:

"In the midst of the dire calamities forced upon us by the rebellion, we should not permit the present troubles to make us forget our obligations and duties to the future. The education of our youth must be provided for. Our Common Schools should be cherished with earnest solicitude. We must feed the mind of our coming youth. And whilst we transmit to them an undiminished and an unbroken heritage of freedom, we should see that they be fitted to receive it and pass it down, not impoverished, but enriched, to their successors. Our Jacksons, our Clays, our Websters, have passed away, leaving us the light of their example, the wisdom of their counsel, the treasures of their fame, as part of our heritage. And last, though not least, he of the sage counsel, the eloquent tongue, and of the mould of manly chivalry, the type and embodiment of pure and lofty patriotism—that perfect model of a Kentuckian, John J. Crittenden, has been gathered to his fathers, and Kentucky has been left lonely and in tears. To our Common Schools we must look, as the nurseries of men, to fill their places and prolong their fame."

New York assesses a State tax of three tenths of a mill on the dollar. On this point, Hon. Victor M. Rice, Superintendent Public Instruction, in his ninth annual report of that State, says:

#### "STATE TAX.

"It is believed to be unnecessary to repeat the arguments which have been so often and so forcibly presented to the public from various sources, to show that it is both the duty and the interest of the State to make ample provision for the education of her children. Nor is it deemed to be necessary to repeat the reasons why this should be done by a tax upon property; for the people have twice declared at the ballot box, by overwhelming majorities, that this is the only proper mode, and through their representatives in the Legislature they have since given effect to that declaration, by enacting laws requiring a State tax to be annually levied and collected, and its proceeds distributed for the support of Common Schools. For the last eleven years, more than eleven thousand School Districts have annually participated in this generous provision; and its wisdom has been proved by an almost universal acquiescence in it, and by the rapid progress of the Schools in efficiency

and in popular favor, as shown by a constantly increasing ratio of attendance.

"How general is the conviction that the Common Schools must be supported, even under the most depressing circumstances, is evinced by the liberal support extended to them during the past year by the people, in their School meetings and through their local authorities. During that time there was raised by local taxation and by rate bill, in the rural districts, nine hundred and fourteen thousand six hundred and ten dollars and ninety-two cents; and in the cities, one million five hundred and sixty thousand four hundred and fifty-six dollars and forty cents for their support. In no other way could the will of the people in regard to them have been more forcibly or fully manifested; and it is believed that the abandonment of a policy in furtherance of their will thus expressed—a policy whose history is so fruitful of good results, and to which they have been so long accustomed—could not meet with their approval, and that it would not only be ruinous to the rural districts, but would lead to the renewal of the controversy which was so happily settled in eighteen hundred and fifty-one, and in which all parties to it have since acquiesced.

"The conception of the possibility, not probability, of an attempt to reduce the aggregate State tax by discontinuing this portion of it, thus inflicting a lasting and unmerited injury upon the generation under tutelage, will account for my calling your attention to this subject."

Massachusetts has no State tax, her School taxes being assessed on the municipal corporations, cities, and towns, by their own action, under a statute requiring them to raise at least one dollar and fifty cents (\$1 50) for each child between five and fifteen years of age. The amount raised by tax for each child in the State between five and fifteen years of age, eighteen hundred and sixty-two, was six dollars and forty-four cents, (\$6 44.) Her hard-earned dollars—won by the sons of labor from the ocean, from ice, from granite, from a sterile soil, from busy workshop and gigantic mill—are poured out lavishly upon her Common Schools. She turns with pride to the dismantled works of Port Hudson, glances at Texas, and remembers that Banks not long ago was one of her Public School boys, and that he is the representative type of a class of men descended from the Boston School boys who waited on General Gage, demanding a redress of grievances. A few extracts will show how the people of the old Bay State feel about supporting Schools.

Governor Andrew, Chairman of the State Board of Education, in the last annual report of the Board, says:

"The melancholy event of civil war in our land has clearly developed three important facts: *First*—That in the midst of such a calamity educational interests are liable, first of all, to suffer detriment. *Second*—That the true value of education to a community is revealed in a light not perceptible in ordinary times. *Third*—That the stability and prosperity of the State must be in proportion to the intelligence of its citizens.

"When business is widely diverted from its ordinary channels, and Government, both State and National, is severely taxed to sustain itself; when in many States educational institutions are wholly or in part suspended, and their funds perverted to other purposes—the friends of human improvement will naturally inquire with increased interest, not to

say solicitude, how far the cause of education has suffered in our own Commonwealth?

"Five years ago the sum raised by taxes for the education of each child in the State between five and fifteen years of age, was five dollars eighty-two cents and nine mills. The sum raised for the same purpose the last year, was six dollars and forty-four cents.

"Then the country was enjoying the blessings of peace, but suffering from a severe financial revulsion. Now, we are in the midst of a fearful struggle to preserve our free institutions from ruin; we are taxed heavily in men, in money, in all supplies needful to carry on the war; yet the people press their children into the Schools and freely furnish the means for their support. When the fact is considered, that during this same year in which the citizens of Massachusetts have raised by a self-imposed tax, the munificent sum of more than a million and a half of dollars (\$1,500,000) for educational purposes, they have also contributed in aid of the Federal Government millions of dollars and scores of thousands of men to subdue an unrighteous rebellion, the evidence is positive that the people understand both their interests and duties, and will ever be found faithful to both.

"During more than two centuries the conviction has been increasing in strength that the diffusion of knowledge and cultivation of intellect are indispensable, not only to preserve the institutions bequeathed to us by our fathers, but to develop our material resources, and ultimately solve the grand problem, so often tried without success, that man is capable of self-government. To this end the system of public instruction has been continued, without interruption, to this day. The wisest legislation, the most judicious counsels, and liberal contributions, have all been made subservient to the great purpose of perfecting this system.

"What Massachusetts is, or possesses, is due, in no small degree, to her general and generous system of instruction. It is this that has developed the skill in the mechanic arts, by which every home within her borders is furnished with all the comforts and conveniences of life found scarcely anywhere else. It is this which enables her to send her mechanics to perform work for leading European Governments, which the skill of their own workmen have, as yet, not been able to accomplish. It is this that scatters over the broad prairies of the West the almost self-acting agricultural implements, by which are drawn from an exuberant soil food for the millions both of this great nation and those across the sea. It enables us to understand our rights, puts weapons in our hands, and inspires us with courage to use them when those rights are menaced. The declaration, 'there is that scattereth and yet increaseth,' was never more fully verified than in the liberal provision for education which the people of Massachusetts have ever been accustomed to make for their sons and daughters.

"As the tax occasioned by the war increases, there may be a temptation to consider whether educational expenses may not be curtailed. If so, the question needs mature consideration before action. The period of education is brief to the child. Cut off one, two, or three years of instruction, or, which is perhaps worse, give him inferior Teachers, and what he loses is lost for a lifetime. Let a whole community be deprived of instruction, and it becomes first degraded and vicious, then powerless and miserable. The movement of our educational machinery cannot be even retarded without immense loss, which will be felt throughout every department of society.

"The interests of more than two hundred thousand children are de-

pendent upon the provision you will make for their education. Every one of these children is to be an active agent, prepared by the instruction thus furnished, to exert an influence on the community. Into their hands will soon be committed the political power, the moulding of the moral and intellectual character, as well as the controlling of the material interests of the Commonwealth."

The Secretary of the Board, Joseph White, closes his report with the following:

"The folly and wickedness of the father and mother who would stop the growth of their offspring, and make them dwarfs forever, to avoid the increasing charge of feeding and clothing them, are only paralleled by that which would stop the intellectual growth, and cramp and shrivel the moral and spiritual natures of a whole generation, in order to escape an increased annual taxation of a few mills on the dollar.

"But there is another view. This war which taxes us is not so much a war of men as of institutions. It is the fearful impinging upon each other of two diverse and hostile civilizations, the grand characteristics of which are, the intelligence and freedom of the masses in the one, and the ignorance and slavery of the many in the other. And shall we, who boast of the superiority of the former, fail to keep open, and flowing to the full, the fountains of that intelligence and virtue, which are its right eye and strong right hand? When the enemy is storming the ramparts, shall we, with a suicide's hand, sap the citidel? When our young men, trained in our Free Schools to a lofty patriotism and heroic valor, turn their faces from the homes of their childhood, and go forth with a cheerful courage to the dreadful conflict, shall we who remain behind, enduring no hardship, and even failing in no luxury, suffer any of those institutions to languish for the want of a generous support, for which they are freely pouring out their life blood? Is not this, of all others, the time—when the pressure and strain are upon us—to rise with the occasion, and rally around our free institutions, at home as well as in the field of battle, and redouble our efforts to support them? Let us, then, not falter, nor hesitate to submit to any sacrifice; let us retrench, if need be, in everything else; nay, let us dig, beg, do anything but steal, that we may provide the means of keeping wide open the doors of our Free Schools on every rood of territory covered by the flag of our fathers."

Now when such States as Illinois, Wisconsin, Kentucky, New York, and Ohio, find it necessary to superadd a State tax to township and district taxes, is it probable that an efficient system of Free Schools will ever be established in California without the same aid?

Is it said—leave the question of taxation to the citizens of each district? the fact that only eighteen districts voted a tax last year, is good evidence that the districts will fail to do their duty. If it is argued that the Boards of Supervisors of the different counties will assess a county tax sufficient to maintain good Schools, the statistical exhibit of the condition of the Schools proves the contrary. Only four counties in the State assess the maximum rate allowed by law.

Santa Clara County, with an assessment roll of six million dollars, (\$6,000,000,) or fifteen hundred dollars (\$1,500) per each child, assesses a county tax of only ten cents on a hundred dollars!

Sonoma County, with an assessment roll of three millions three hun-

dred and ninety thousand dollars, (\$3,390,000,) assesses only the same low rate.

Napa County, with three millions (\$3,000,000) of assessable property, raises the same low rate of County School tax.

Table nine exhibits the amount of assessable property last year in each county, and the rate of County School tax.

By reference to Table seven, showing the amount of money raised last year by county tax in each county for the education of each child between four and eighteen years of age, we find that while San Francisco raised eleven dollars and ninety cents, (\$11 90,) San Luis Obispo raised *eighteen cents*! Seven counties raised less than one dollar; thirteen counties, more than one dollar and less than two; eleven counties, between two and three dollars; eight counties, between three and four dollars; two counties, between four and five dollars. Is any one so blind as not to perceive the need of legislative enactment to reach Boards of Supervisors, who, to save themselves a dollar a year on their taxable property, would be glad to close the doors of the School-houses nine months in the year?

Is it said the money raised by a State School tax would be unequally distributed among the counties on the present basis of apportionment according to the number of children? An examination of Table ten, exhibiting the amount which would be raised in each county by a half mill tax, and the amount which would be apportioned to each county, will show that very few counties either gain or lose anything, most of them receiving just about the amount they would raise.

San Francisco, in consequence of the great concentration of capital there, would raise thirty thousand dollars, (\$30,000,) and receive only sixteen thousand dollars, (\$16,000); but from the relation that city holds to the rest of the State, she can well afford to be liberal.

Shall we rely on the interest of the School Fund for the support of our Public Schools? Our School Fund amounts to less than a million of dollars, and it will not be largely increased for many years to come. The annual apportionment from that source amounts to only one dollar (\$1) per child; is that sufficient to properly educate the children?

Can it be said, in view of facts, that California is doing her full duty in maintaining Public Schools? She raises by taxation only four dollars and forty-two cents (\$4 42) per child, and the total amount raised from all sources, rate bills included, is only seven dollars (\$7 00.) Massachusetts raised by tax, last year, six dollars and forty-four cents (\$6 44) per child; and, as the cost of educating in California is at least four times as great as in that State, to make as liberal a provision, we ought to raise twenty-five dollars (\$25) per child. The cost of educating a child in the Public Schools for ten months in the year, in San Francisco, where it is made economical in consequence of classification, and the concentration of large numbers, is twenty-one dollars (\$21) per year. Is an average of seven dollars per child sufficient for the State at large? San Francisco derives from all sources an average of thirteen dollars and seventy cents (\$13 70) per child; and yet, with this liberal provision, the Public Schools are crowded to their utmost capacity, and one thousand children more would attend were room provided.

Is it wise for legislators to fold their arms in apathetic indifference, when TWENTY THOUSAND CHILDREN OF SCHOOL AGE, OR TWENTY-FIVE AND ONE-HALF PER CENT are reported as "NOT ATTENDING ANY SCHOOL?" Is this recognizing the principle "that it is the bounden duty of Government to provide for the instruction of all youth?" When the average length of time School is continued is only six months in the year, is it



probable that the children will be more than half educated? When the percentage of daily attendance on the Public Schools is only twenty-five per cent of the whole number of children in the State of School age, and the percentage of attendance on the whole number enrolled is only fifty-five per cent, can the State be said to educate her children?

When California has only two hundred and nineteen FREE SCHOOLS out of seven hundred and fifty-four Public Schools, can she boast of her liberality in the presence of the other loyal States, whose Schools are *all Free Schools*?

If one State in the Union needs a system of Free Schools more than any other; that State is California. Her population is drawn from all nations. The next generation will be a composite one, made up of the heterogeneous atoms of all nationalities. Nothing can Americanize these chaotic elements and breathe into them the spirit of our institutions but the Public Schools.

As the first step towards the organization of a system of Free Schools, and the better maintenance of the Public Schools, a special State School tax of half a mill on the dollar ought to be levied on the assessable property of the State. This would yield a revenue of at least seventy-five thousand dollars, (\$75,000.) or about one dollar per child—and two dollars per child on the number enrolled in the Public Schools. True, this would not make the Schools free, neither would it continue them ten months in the year; but it would give a fresh stimulus to county and district taxation, and, in four years, would, I believe, give the State a system of Schools virtually free.

The public opinion of the State is in advance of legislation. After travelling extensively through the State, addressing public assemblies, with every facility for careful observation, it is my opinion that the people would indorse this measure, were it submitted to a popular vote, by an overwhelming majority.

The following petition has been extensively circulated in the various School Districts throughout the State:

“ PETITION FOR STATE SCHOOL TAX.

“ *To the Honorable the Members of the Legislature of the State of California:*

“ WHEREAS, We believe that it is the duty of a representative government to maintain Public Schools as an act of self preservation, and that the property of the State should be taxed to educate the children of the State; and, whereas, the present School Fund is wholly inadequate to sustain a system of FREE SCHOOLS; we, the undersigned, qualified electors of the State of California, respectfully ask your honorable body to levy a SPECIAL STATE TAX of half a mill on the dollar, during the fiscal years eighteen hundred and sixty-four and eighteen hundred and sixty-five, the proceeds of the same to be disbursed in the same manner as the present State School Fund.”

All these petitions have not yet been returned to the Department of Public Instruction, and it is impossible to estimate the number of signatures obtained.

In the districts where they have been circulated, Teachers and School officers report that it was a rare exception to find a man declining to sign them, and that the only objection raised was that the petition did not ask for a higher tax.

The names attached to this petition will be entitled to the serious consideration of legislators. They will represent the substantial citizens of the State; men of families, men of property, men who, in attaching their names, considered it equivalent to voting the tax and paying it.

It may be urged that, necessary as this measure is, the financial condition of the State will not warrant the expenditure. But if we wait until there is a surplus in the Treasury, the children now in the State will have grown up, half educated men and women, or without any education whatever. True, the financial condition of the State, with a funded debt of three millions of dollars, and a floating debt of half a million, is bad enough; will it be bettered ten years hence, by having twenty-five thousand half educated boys admitted to the right of elective franchise? Does any legislator suppose that if every citizen in the State had been thoroughly educated in good Public Schools to a knowledge of his duties, such a debt would have been fastened upon this State by reckless expenditure, and by swindling schemes for plundering the Treasury? Shall we leave our children to suffer the same evils again in the future that we have borne in the past?

A State tax of half a mill on the dollar was levied last year, and is to be levied annually, for carrying on the work of building the State Capitol; shall the work of building School-houses cease? By the time the Capitol is finished it will have cost as much as all the School-houses in the State, built up to that time. Is it not quite as essential that houses should be erected for educating a hundred thousand electors, as that a costly pile should be built for the accommodation of a hundred and fifty legislators?

Is not the Department of Instruction as intimately connected with the material interests of the State as any other? The State, at a heavy expense, has been placed upon a military footing; is it any the less necessary for its preservation in its future, that it be placed on an educational footing? Are not educated, intelligent, patriotic men quite as efficient, as a means of defence, as iron-clads, or field batteries, or bayonets? The amount expended last year for Military Encampments was more than half as great as the whole amount expended on Public Schools; was it expended to any better purpose? Will it make better returns to the State?

The people, by an overwhelming majority, have voted seventy-five thousand dollars (\$75,000) for enlarging and completing the buildings of the Asylum for the Deaf and Dumb, and Blind. If they cheerfully vote seventy-five thousand dollars (\$75,000) for educating one hundred and sixty-six unfortunates in the State, will they not cheerfully raise a like sum for educating *twenty thousand children* in the full use of their faculties, who are growing up *not attending any School*? Are we taxed more heavily than the States which have borne the burden of the war? Are we so tax-ridden, and so poor, that we cannot raise one fourth as much for educating our children as Illinois, or Michigan, or Massachusetts? California stands to-day the most peaceful and the most prosperous State in the Union. When the people of other States, staggering under taxation, their sources of prosperity dried up, their able-bodied laborers more than decimated by the calls of the army—when they declare that not a dollar less shall be raised for Schools, that not a School-house shall be closed—shall California, of all the States, alone shrink back from the duty of educating her children? Shall all our inexhaustible resources of mineral wealth be expended on “feet,” and the brains of the children

be left undeveloped? Shall millions be expended in constructing a Pacific Railroad, and the State fail to lay the solid foundations of character and intelligence on which rest the permanent prosperity of the generation which will reap the benefits of that great highway of the world? Shall we make every sacrifice of men and money to maintain the Union for a generation unfitted, through want of education, to appreciate either our sacrifices, or the value of the inheritance we leave them?

The real wealth of the State lies, not in mines of silver, or gold, or copper; not in productive fields and fertile valleys; but in her educated men and intelligent free laborers. Educated mind has made the world rich by its creative power. The intelligent minds which have invented the hundreds of labor-saving machines in every department of industry, have created a wealth greater than the total product of the mines of Mexico, California, and Australia combined. All these inventions were once dim ideas in the busy brains of educated men—ignorance found out none of them.

How many feet of the Gould & Curry would it take to weigh down the value to the nation of the invention of Monitors and ironclads? For how much gold dust would the nation sell the invention of Parrott guns, and the artillery which is throwing Greek fire into Charleston, and battering down the crumbling ruins of Sumter? How many dollars is the electric telegraph worth? How many cattle, and horses, and copper mines, the invention of sewing machines? What influence is so mighty in developing this creative power of society, as the intelligence imparted in the Public Schools? Go to the Patent Office and find out how many inventions come from the land of Common Schools, and how many from the States that have failed to establish them.

Not many years ago, a member of the British Parliament urged as a reason against a system of national instruction, "that if they deprived the farmers of the labor of the children, agriculture could not be carried on, because there was no machinery to get the weeds out of the land."

The policy of New England always has been to send the children to School, and let Yankee ingenuity invent machines "to get the weeds out of the land."

She has "saved" enough by the invention of "machines," contrived by laboring men educated in her Schools, to pay for the whole cost of her Schools twice told.

An agricultural report says:

"The saving to the country from the improvements in ploughs alone, within the last twenty-five years, has been estimated at no less than ten millions of dollars a year in the work of teams, and one million in the price of ploughs, while the aggregate of the crops is supposed to have been increased by many millions of bushels."

The machinery brought into use since eighteen hundred and sixteen, is estimated to be equal to the labor of five hundred millions of men.

Ignorance never invented a machine to save the labor of a single man.

The life of the nation lies not in a few great men, not in a few brilliant minds, but is made up of the men who drive the plough, who build the ships, who run the mills, and fill the machine shops, who build the locomotives and steam engines, who construct the railroads, who delve

in the mines, who cast the cannon, who man the ironclads and gun-boats, who shoulder the musket, and who do the fighting; these constitute the life and strength of the nation; and it is with all these men that the Public Schools have done and are now doing their beneficent work. The nation will not be saved by any one "great man;" the bone and muscle of intelligent laboring men must work out its salvation. Blundering statesmen may mar the fortunes of the war; General after General may show up his own incompetence; the concentrated and consolidated intelligence of the working men and fighting men will, in the end, prove victorious. When the bayonet has done its work, the ballot box must protect the freedom won on the battle field. When every ballot represents an idea, and falls electrified with intelligence to "execute a freeman's will," the States will revolve harmoniously around the central sun of a consolidated Union; no star will shoot off in eccentric orbit into the chaos of disunion, or the cometary darkness and desolation of secession.

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### THE SCHOOLS AND THE STATE.

The highest purpose of the Public School is to train its scholars to become good citizens of the community, the State, and the Nation. In a government where all power emanates directly from the people, and where public opinion makes and unmakes constitutions at will, the vital relation to the State of the Schools in which the vast majority of the people are educated, must be self-evident. And where citizens are called from the common walks of life to administer the laws, it is equally evident that, not only is intellectual training needed, but that an education is necessary which shall train to a high standard of honor, of honesty, of integrity.

The right of elective franchise is the highest duty and the dearest privilege of an American citizen; yet what is it worth unless the elector can decide for himself the political questions on which he is called to cast his vote? Failing to think for himself, he is as much the serf of some political master as was "Gurth, the born thrall of Cedric the Saxon." The right of trial by jury—what is it but a mockery, when ignorance and prejudice sit in the jury box?

County, township, and district offices, all must be filled by citizens selected from the ordinary walks of life; will the laws be well administered by men either uneducated or wrongly educated? Wealth may be transmitted from father to son, from generation to generation; but character, intelligence, and morality, must be taught anew to each generation.

It is not enough, then, that the Public Schools teach how to read, and write, and cypher. They have a higher and nobler mission. Education implies development, training, discipline, a repression of bad tendencies, as well as the culture of good ones. The Schools, in addition to intellectual training, and beyond it, should train to habits of obedience and subordination; should inculcate love of country, love of liberty, and patriotism; and should impart some knowledge of State and National Government, and the duties, rights, privileges, and honors of an

American citizen. "A man who cannot read," says President Wayland, "is a being not contemplated by the genius of the American Constitution." Does it contemplate the existence of any citizen who cannot, to some extent, understand and comprehend its provisions? How many electors in this State annually cast their votes into the ballot boxes, who have never even read the State Constitution? How many American citizens who never read the Constitution of the United States, every four years vote for a President?

There is good reason for believing that the Public Schools fail to do their full duty in training boys to a knowledge of the first principles of our Government, and the duties of good citizens. There are not a few Teachers, even, judging from examination papers, who have a very confused notion of the Government under which they live. The lessons taught by the war should bring the Schools up to their full duty in this respect.

The following resolutions were unanimously adopted in the last National Teachers' Convention, held in Chicago, on the fifth of August, eighteen hundred and sixty-three:

"WHEREAS, in a Democratic Government, wherein the people are of necessity the sovereigns, it is indispensable to the prosperity and perpetuity of such Government that these sovereigns, the people, understand the principles of said Government; and, *whereas*, the exigencies of the times demand the highest intelligence and purest patriotism; therefore,

"*Resolved*, 1. That it is imperative that the History, the Polity, and the Constitution of our Government be taught in all our Schools wherein the maturity of the pupils is equal to the subjects.

"*Resolved*, 2. That this Association earnestly commends this subject to the attention of Teachers, Trustees, and Committeemen throughout the nation.

"*Resolved*, 3. That this teaching should never be prostituted to the inculcation of merely partisan sentiments and principles."

Hon. D. N. Camp, State Superintendent of Connecticut, says on this topic:

"Thus far, allusion has been made to the knowledge requisite when considering only the physical interests of society. But man has also duties and privileges in relation to those higher social, political, and religious interests, by which he is connected with every other person in society, and for which his education should prepare him. These interests require a knowledge of the principles of government, and especially of our State and National Constitutions and laws, of the general principles of political and social science, and of the unwritten laws of social action and social intercourse.

"Our country has been engaged in conducting the great experiment of the application of the democratic theory of government to a large State, and ere a single century has elapsed, in the midst of unexampled prosperity, the very existence of the Government has been put to a trial perhaps unequalled in the history of the world. Though there may be no doubt as to the final results, and the Government may come out of this trial stronger at home and more respected abroad, yet questions must arise in the future which will demand profound thought and intelligent action. These are not mere questions of party politics, but propositions

which lie at the very foundation of this Government, and which will require a practical decision by every citizen. No one can fail to see that the events of the last year have demonstrated not only the necessity to a free country of universal education, but of more thorough instruction in the science of government and in the theory and practice of private and public morals."

Hon. Newton Bateman, ex-Superintendent of Public Instruction of the State of Illinois, in his fourth annual report, eighteen hundred and sixty-three, so eloquently and ably sets forth the necessity and importance of such instruction that I quote his views at length :

"What, then, is the duty of our Public Schools in this matter? What can they and must they do to remedy the wide-spread and fatal popular ignorance of the fundamental principles of our political system and institutions, and of the rights and duties of citizens?"

"Let the Constitution itself, the great organic embodiment of our political system, be made a class-book and diligently studied in all our Normal and High Schools, and in the most advanced departments of all our graded Schools. Does this proposal to make our older School boys students of constitutional law excite a smile? Why should it? Is it because the subject is deemed too difficult for minds so immature? If it were proposed to impart a knowledge of the fundamental law that should rival in depth and grasp that possessed by Marshall, and Story, and Webster, the objection would indeed be well founded, and the suggestion absurd. But if it is assumed that elementary ideas of incalculable value may not be thus imparted—clearly, explicitly, and impressively—ideas that shall bear the same relation to the whole science of government, that the acquisitions of the same students in the same Schools and in the same time, in grammar, bear to the whole science of language; or in algebra, to the whole science of mathematics; if *this* is the point of incredulity, the assumption is believed to be utterly unreasonable and erroneous.

"The system of government infolded in the Constitution is simple, progressive, and harmonious. Its axioms, postulates, arguments, and logical sequences, are as clearly defined and as intelligible as those of any other science of the same class. It admits of definitions, analysis, and synthesis, as much as natural, moral, or mental philosophy. Indeed, its rudimentary principles are far more easily comprehended than those of the sciences named, and many others.

"It is more difficult to define the word 'Republic,' than the word 'Preposition;' or 'Constitution,' than 'Case?'"

"Shall a boy understand this: 'A noun may be indirectly modified or limited by another noun, connected with it by a word usually placed before it, and therefore called a preposition,' and *fail* to understand this: 'A Republic is a community in which the people govern?'"

"Is the intellect that can comprehend this: 'When a noun is used as the subject of a sentence, or to explain or describe it, denoting the same person or thing; or to limit the predicate denoting the same person or thing as the subject; it is in the nominative case,'—too feeble to comprehend this: 'The Constitution is the fundamental law which prescribes the manner in which the Government shall execute its authority?'"

"Yet two of these definitions are taken from the work of a profound legal writer, and the other two from a popular *elementary* treatise on English Grammar!"

"Is the *style* of the Constitution less captivating than that of grammar? 'We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.'

"So reads the preamble of the great instrument of seventeen hundred and eighty-seven, which some suppose to be too dry and metaphysical for the imaginative natures of School boys.

"A complex sentence is one that contains dissimilar propositions. The propositions or clauses of a complex sentence are connected by subordinate conjunctions, conjunctive adverbs, relative pronouns, phrases, or incorporation, as, "The wicked flee, when no man pursues." So reads a paragraph in a prominent text book on grammar, which is considered suitable for pupils scarcely in their 'teens.'

"Is the *instruction* contained in the Constitution as *practical* and *valuable* as that given in the institutes of grammar?

"Says the Constitution: 'No title of nobility shall be granted by the United States, and no person holding any office of profit or trust under them shall, without the consent of the Congress, accept of any present, emolument, office, or title of any kind whatever, from any king, prince, or foreign State.'

"Says grammar: 'Some words represent principal ideas; others, the idea of their relation. The union or relation of words must correspond to the union or relation of the ideas expressed—hence, words are united immediately, or by a connective.'

"Again: 'Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.'

"Per contra: 'The double compact is two single compacts united; making one compact with four parts. There are two species; the affirmative and negative. Of the negative double compact, the first part begins with *therefore*, expressed or understood; the second, with *for* or *because*; the third with *but*, having *therefore* understood; and the fourth, with *for* or *because*.'

"These comparisons, it must be allowed, are suggestive. If they appear whimsical, or even ludicrous, they cannot be more so than the preposterous notion that the youth who can master the most formidable technology, wilderness-like details, and tortuous subtleties of 'Greene's Analysis,' and 'Covell's Digest,' is incompetent to grapple, with at least an equal chance of success, with the terse, simple, direct, magnificent sentences of the great American Constitution. And yet the former are Common School treatises, prepared in sober earnest by practical men, and supposed to be fully within the scope of ordinary juvenile ability—while the latter, with its wonderful treasures of political wisdom, its sententious strength, and beauty, is excluded.

"It is unhesitatingly affirmed, from a careful study of the Constitution itself, from actual experience of its use in School, and from observation of the results of such use by others, that a clear outline of the historic events which culminated in the celebrated Convention of seventeen hundred and eighty-seven, and of the tone, spirit, and substance of the two great antagonistic elements that characterized the discussions of that memorable body, could be acquired—that a well digested and harmonious view of the sublime fabric of organic law and political science,

which was the mature and glorious fruit of the deliberations of those illustrious men, could be mastered—nay, that every line and word of the whole instrument, and all its amendments, article by article, section by section, and point by point, could be committed indelibly to *memory*, in less time than is required to master, with equal thoroughness, either Greene's Analysis, or Covell's Digest, or the rudiments of Latin, or the rudiments of Greek, or fractions in arithmetic, or the elements of algebra, or three books of Euclid.

"And what resources of antithesis are adequate to depict the relative value to a plain practical citizen of the former and either of the latter acquisitions?"

"Is it no mean acquisition to be able to analyze a sentence, resolve it into its elements, determine the logical and grammatical relations and dependence of the several parts, and apply the arbitrary rules of construction? Admitted. But is it a meaner acquisition to be able to analyze the vast and complicated mechanism of civil government, resolve it into its constituent elements, determine the harmonious relations of the component parts, adjust the sphere within which it shall be the province of each to act, and apply to the whole the everlasting rules of mutual and co-ordinate accountability? Is it more important for an American student to know that the verbs of his language are divided into three classes: active, passive, and neuter; than to know that the Government of his country is divided into three great departments: legislative, judicial, and executive? or to understand the appropriate functions and attributes of each of the former, than of each of the latter?"

"Is it a better preparation for American citizenship to know that, 'prepositions govern the objective case;' than to know that, 'the Federal Constitution, and the laws of the United States made in pursuance thereof, shall be the supreme law of the land, anything in the Constitution or laws of any State to the contrary notwithstanding?'"

"True, the student of language is able to announce the important fact that the indicative mode has six tenses, namely: 'Present, imperfect, perfect, pluperfect, future, and future-perfect'—but then, the student of our fundamental law is able also to state that the people of the United States, in establishing the Constitution, had in view six distinct objects, namely: 'To form a more perfect union—establish justice—insure domestic tranquillity—provide for the common defence—promote the general welfare—and secure the blessings of liberty to themselves and their posterity.'

"But is it not time to baptize our sons afresh in the wisdom of the fathers? Is not the Government falling to pieces because, among other reasons, the people do not understand, and therefore do not reverently love and jealously guard our glorious national polity?"

"And as the Christian resorts to his Bible for light and safety when his heart is sad, and his faith eclipsed, and calamities are upon him, and the sweet heavens are wrapped in blackness—so, shall not the patriot fly to the national patristic Scriptures, his political Bible, the Constitution, when his hopes fail, and impending ruin seems ready to burst upon his country? Is there any other refuge, any clearer light, any safer or surer guide? Shall he look for instruction to the political press? Great as is its power, and indispensable its agency in wielding all the forces of modern civilization, the press cannot afford that systematic and thorough exposition of our national law and polity which our youth must have. Such is not its province or claim. Shall he apply to professional politicians? Too few of them have the requisite wisdom and



candor—too few of them accept or comprehend that beautiful definition of politics: 'The art of making a people happy.'

"In the midst of the waves and the darkness, the Constitution lifts its beacon light, and sounding through the night and the storm, ring out the voices of Washington, Franklin, Livingston, Madison, Pinckney, and their associates. To the suicidal dogma of the inherent right of secession, their terse and solemn answer is: 'No, *never*.' We ordained this constitution in order to 'form a more *perfect* UNION.'

"Does the doctrine of 'State Rights' menace the Federal prerogative? Their emphatic answer is: 'This Constitution shall be **THE SUPREME LAW OF THE LAND**; anything in the Constitution or **LAWS OF ANY STATE** to the contrary notwithstanding.'

"Does the Federal power threaten to overshadow the States, and endanger the liberties of the people? The authoritative voice of the fathers again replies: 'The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, *are reserved to the States respectively, or to the people*.'

"Does any one seek to soften the crime of Davis and his fellow-conspirators, and give it a milder name than *treason*? Loud and clear peals out again the decisive voice of Washington and his compeers: '*Treason* against the United States shall consist in **LEVYING WAR** against them.' *Are* they making war upon the Government? Then *Washington* pronounces them **TRAITORS**.

"Is the personal liberty or private property of the citizen imperilled by abuse of the writ of search and seizure? The nameless atrocities committed under color of the license granted to officers of the law by the *General Warrants* of English history, are peremptorily prohibited by our organic law. Its language is: 'The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, *shall not be violated*, and no warrants shall issue but upon probable *cause*, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.'

"Do the people complain of injustice and partiality in the trial of criminal prosecutions? Again the Constitution utters its clear and emphatic corrective: 'In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, and to be informed of the nature and cause of the accusation, to be confronted with the witnesses against him, to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.'

"And so we may pass, step by step, through the whole instrument, and our admiration of its wonderful wisdom, comprehensiveness, and adaptation to all the circumstances and contingencies of the Government, at home and abroad, in peace and war, will increase to the end.

"It erects an impregnable bulwark against the presumptuous encroachments alike of State and Federal power; it throws the shield of its love and protection around the life and property of the humblest loyal citizen; while its ponderous arm is mailed with iron to crush its enemies, domestic or foreign, its care is as minute and its tenderness as paternal, as its presence is ubiquitous and its power irresistible. Now it rescues a child from the grasp of a despot and softly restores it to the mother's heart; now it storms a fortress or sinks a navy with its invincible artillery. From preamble to the bill of rights, it is the grandest exponent and safeguard of constitutional liberty, the sublimest embodiment of *political* wisdom that the world ever saw.

"And especially now, when the everlasting lights of the Republic are in danger of being extinguished by the fury of the tempest, and the political vessel freighted with the hopes of ourselves and our posterity is driving in darkness upon the rocks, is it meet to recur for instruction to the chart of the political ocean traced by the fathers. The Constitution is the 'right bower' of safety in this tempest—it is able to save us even now—it is strong enough and broad enough for even this emergency—let us trust to it, resolved '*never to give up the ship*.' It is in this way only that our people will have an unerring standard by which to judge of public measures, and determine their duty as citizens. Without this they will continue to be driven about by every wind of political doctrine, a prey to the wildest theories and the most profligate demagogues. To save a popular Government, the people must understand it; in no other way can they with certainty bring their whole strength to support the right and oppose the wrong. Let these things be taught in our Public Schools.

"These views are based upon the assumed *fact* of the amazing ignorance of the mass of our citizens in respect to the Government under which they live. Is the assumption challenged? Is issue taken on the question of fact? The criterion is practical and easily applied. Let such questions as the following be propounded: What three forms of government existed among the thirteen original colonies, prior to the Revolution? Define each of those three forms of government. Which of the colonies were under a Provincial or Royal Government? Which were under a Proprietary Government? Which of them had Charter Governments? Through what three distinct forms has the Government of the United States passed? When did each form begin and end? What is the history of the Articles of Confederation? What led to the abandonment of the Confederate form of Government, and the adoption of the Constitutional? What States were represented in the Constitutional Convention? Who was chosen President? Who were the delegates? When did the present Constitution go into operation, that is, how long has the present form of government existed? Give an analysis of the fundamental law. State 'the principles upon which the government is founded—the political and individual rights of the citizens—and the manner in which the sovereign powers are organized, distributed, and administered.' These points are few, and strictly elementary, yet how many of our citizens can answer them? Can one in a hundred of the uneducated? Can one in ten of the boys in the advanced classes of our graded and high Schools? Can *all* the graduates of our Colleges, Seminaries, and Universities, answer them?

"Supplementary to the theory and framework of our political system as described in its organic law, let our sons be imbued with an exalted sense of the elements and obligations of the citizenship which it creates. Let our sons be taught in the Public Schools that they have duties to perform as well as rights to enjoy. Teach them that liberty is not license to do as they please. Never was there in the minds of American youth an idea so common, and at the same time so radically and fatally wrong as this. No definition of the word could be wider of the truth. God never made such liberty as that. And the School boy who has no other conception of it, has yet to begin the alphabet of American citizenship.

"We of this generation shall not live to see the fruition of our labors and hopes; but we must sow that our children may reap. He who has no heart to plant the goodly tree, because *he* will never sit beneath its friendly shade—who does not find requital for his toil in the thought

that his children and children's children will be benefited by it, is not equal to the demands of times like these. Let us begin the good work now; let us teach our sons, in the Public Schools, to add to obedience, rectitude; to rectitude, a knowledge of the organic law; of the true nature of liberty and equality, and of the transcendent importance and solemn duty of elevating the whole body of the people to a fitness for the duties of citizenship.

"The past four years have been most eventful. When I entered this office, in January, eighteen hundred and fifty-nine, we were a united, powerful, and prosperous people; as I leave it, in January, eighteen hundred and sixty-three, we are in the fiery crucible of war and commotion, if not in the throes of national dissolution. It sometimes seems like a horrid dream, from which we shall surely awake to find all as it was—one country, one flag, one destiny. I yet have faith in God, in the patriotism of our people, and in the justice of our cause. But whatever the future, the sacred duties we owe to ourselves and our children cannot be neglected or deferred; our solemn obligations in these respects are not diminished, but enhanced, by the perils and darkness which environ the nation. If the safeguards of a virtuous education are essential in peace, they are still more so amid the downward tendencies incident to a state of war.

"I love the commonwealth of Illinois. Arriving upon her soil in early childhood, all the years of my youth, manhood, and maturity, are associated with her history and progress. Her amazing resources were then undeveloped; her great career as a State was just commencing. For thirty years I have observed her growth, sympathized in her struggles, and rejoiced in her prosperity. To-day she is the fourth State of the Union in population, and, with pardonable pride, be it said, the first State for the Union, in the relative number, if not in the heroic achievements, of her citizen soldiery. May the day never dawn when one shall blush to say that he is an Illinoisan. I long to see this great State as distinguished for the intelligence, integrity, and honor of her people, as she is for the elements of material wealth and greatness; that she may be prepared for the exalted destiny which God and Nature have placed within her grasp."

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#### PUBLIC SCHOOLS AND PATRIOTISM.

A distinguished rebel contemptuously said, not long ago, "The Grand Army of the North is the offshoot, the legitimate fruit of Free Schools." He spoke truly, and with equal truth we may say that treason, rebellion, and anarchy, are the apples of Sodom, which spring up in States where Free Schools cannot take root.

Three years ago, so politically demoralized was the Nation, it seemed as if patriotism had been buried in the graves of the fathers of the Republic; but it was only latent, and the events of the war have proved that the Schools had been silently educating the people to an intelligent comprehension of the value of constitutional liberty, and to a deep love of country.

The Teachers of the Public Schools, as a class, have been second to none in patriotic devotion to the Union. The various Normal Schools have sent more than their full quotas to the war. Illinois has sent not

less than three thousand Teachers into the army. In one county not a single male Teacher was left. Ohio has sent five thousand Teachers into the army, or one half of the young men who were teaching at the breaking out of the rebellion.

Says the State Superintendent: "So far as I am informed, none of our five thousand Teacher-soldiers have done dishonor to their new calling. In the camp, on the march, and in the hour of battle, they have been true to their country; as patient, as enduring, and as brave as the best of all our troops. Ohio may well be proud of these, her sons."

New York has sent not less than three thousand of her Teachers from the School-room to the battle field. The number sent from other States is not returned; but all the reports bear witness to their practical patriotism.

California is so far removed from the scene of conflict that few of her Teachers have entered the army. The old corps of San Francisco Teachers is represented by Captain J. C. Morrill, who is as popular among the "boys" of his command as he was among the boys of the Spring Valley School.

The men who were trained when boys in the Public Schools, are the men who make up the rank and file of the army, who carry the muskets, dig the trenches, and do the hard fighting. The School reports of other States are full of recognitions of this fact, and I cannot forbear quoting a few extracts in this connection.

The Massachusetts report says:

"The Common Schools of the Free States are now fighting the battles of the Union, and will triumph over the rebellion. Our Union armies are strong in an intelligence derived from the Schools. Educated mind makes men better soldiers, as it makes men better for every other work. Educated men fight better than other men, because they put thought into war. Thus it is true that 'bayonets think.' The volunteer soldiers who sprang to arms from a thousand valleys of the North, from the hills of New Hampshire and Vermont, from the prairies of Illinois, from the shores of Maine and Massachusetts, from the machine shops and manufactories, from the broad, sunny farms of New York, and Pennsylvania, and Ohio—came because they saw and felt the importance of the hour. This 'rising of a great people' was the work of our Common Schools. Only a Nation thoroughly educated, like ours, could thus extemporize armies and navies, and in a few months change all its habits to meet the exigencies of the occasion. Europe looks with astonishment at us, unable to comprehend how a Nation so unmilitary as ours, can rise up in a day armed for one of the greatest struggles the world has seen. She cannot understand how a people, unaccustomed to any restraint except its own will, can at once submit to the most arbitrary acts of Government, and to the surrender of all the guarantees of freedom. She is amazed to see a people, unaccustomed to taxation, clamoring to be taxed. While she is dogmatically declaring our Union at an end, she sees it rising up stronger than ever."

The Boston School report says:

"Our Schools were founded in poverty and adversity, and maintained

through wars and revolutions. They have come down to us, a sacred trust. We are not departing from the principles of the founders of these institutions when we encourage self-denial, generosity, and kind thoughtfulness for the welfare of others. Nor are we deviating from the pursuit of the great objects of public education when, not satisfied with teaching useful facts, strengthening the memory, and developing the intellectual powers, we cherish the virtues of loyalty and patriotism, foster the growth of the best feelings of the heart, and endeavor to train up in habits of obedience, truth, and honesty, the citizens of the Commonwealth."

The Superintendent of Maine, Hon. E. P. Weston, says :

"I have found the Teachers and pupils of some Schools warmly interested in responding to the calls from battle fields and Hospitals for aid to the sick and wounded. Many a little School girl has taken her first lesson in the love and service of her country, while sewing bandages or scraping lint for the wounded soldiers; dropping great tears, perhaps, among the shreds, as she thought of brother or neighbor in the army who might need for himself the very service she was rendering.

"In other Schools the pupils have been receiving lessons in geography, history, and patriotism together; while they have traced the march of our armies, and marked with breathless interest every noble strike for God and their country, or grown pale with indignation at the intelligence of cowardly and traitorous defeat. The School-rooms of our land, to-day, cannot be better employed than in learning all that is possible of the geography and history of this terrible conflict. Let the chronicles of the war, every day written, be stereotyped in their memories forever.

"In many of our Schools, primary and higher, I have been greeted with patriotic songs; such as, 'My Country, 'tis of Thee,' 'The Star-spangled Banner,' 'The Red, White, and Blue,' the 'Liberty or Death' of the old Marseillaise, and others of like spirit, poured from hearts and voices on fire with the noble sentiments which they expressed. The influence of these songs of liberty, as sung by our young patriots, in School or elsewhere, and made familiar to the ears and hearts of the people, is proverbially more powerful than laws and Constitutions—than the clearest deductions and cold utterances of political philosophy. Nor can even popular oratory, however impassioned, arouse the fires of patriotism in an assembly like 'The Dear Old Flag,' and 'The Land of the Free.' I would encourage singing in all our Schools, not only for its general influences, but for its special power in this direction.

"There is another incidental exercise for the School-room closely allied to this. I refer to the reading, or if you please, to the studying of *the literature of liberty*; not of our own country alone, but of all liberty-loving nations. The oratory, the narrative, and the poetry, which have been begotten of the love of liberty, in all the history of her struggles against oppression, constitute a most interesting chapter of the world's literature. If our young people in the Schools were taken no farther back than to the times which preceded the Revolution, to study the speeches which sprung from the heads and hearts of Fisher Ames and Patrick Henry, and the Adamses, and the events which followed, it would be a most appropriate and valuable incidental training for the times. Let them add in the same kind, the addresses of Webster at the founding and completion of Bunker Hill Monument, and Everett's oration at the Anniversary of the Pilgrims' Landing. Let them also become familiar

with the songs of liberty which our more recent poets—Bryant, and Longfellow, and Whittier—have uttered. They will thus cultivate within them a love for truth and beauty, liberty and patriotism together; the influence of which will be felt in their whole after life, as citizens of the Great Republic.”

The law requiring Teachers to take the oath of allegiance requires them to “teach those under their charge to love, reverence, and uphold the Constitution and Government of the United States.” There are still a few Schools in the State where Teachers hardly dare to breathe the word patriotism; a few where the national patriotic songs are “contraband;” a few where the under-current of the Teacher’s influence is anything but patriotic. But the spirit of the great majority of the Teachers of the State is well expressed in the following resolutions, unanimously adopted by the State Institute last May :

“*Resolved*, That we, Teachers in the Public Schools of this State, regard it as a sacred duty and a welcome task, to instil in the minds and hearts of the young an undying love for their country, and an unwavering devotion to our National flag.

“*Resolved*, That the Teachers of our country who are battling for the unity and perpetuity of our National Government, are entitled to all honor, and we bid them Godspeed in the work of suppressing a rebellion which is opposed alike to the cause of popular education and the spirit of modern civilization.

“*Resolved*, That on the last School day preceding the Twenty-Second of February, and also on the Fourth of July, we read, annually, to our Schools, ‘Washington’s Farewell Address,’ and the ‘Declaration of Independence.’”

The children in the Public Schools of San Francisco have given their patriotism a practical direction by contributing largely to the Sanitary Fund. One noble little fellow in the Rincon School, only seven years old, carried to his Teacher his little tin “Savings’ Bank,” which contained seven dollars, his little hoardings for several years, saying: “When I woke up this morning I thought I would give this for the sick and wounded soldiers.” He is dead now, but hundreds of boys and girls will remember, when they have grown to be men and women, and when the war will be only a subject of history and tradition, the self-sacrificing patriotism of this little boy in the Public Schools. But, while the spirit of the Schools is unmistakably loyal, there is too little systematic endeavor to directly inculcate a devoted and patriotic love of country, which, next to the worship of the Great Father of us all, is the deepest and grandest emotion of the human heart.

In a majority of our Public Schools, the study of the history of our own country is utterly neglected.

Some Teachers and Trustees, who think that education is bound up in the covers of the text book or arithmetic, and who gaze with more delight on the algebraic symbols of the blackboard than on the stars of our national flag, consider it a waste of time to study history; and others, knowing nothing of it themselves, are content to leave their pupils in the same condition. The number of boys and girls in our Schools above the age of fifteen, who know as little of the history of their native country as of China, is not limited by hundreds.

How can boys be expected to have any national pride when the whole

glorious record of our country is a sealed volume to them? Chronological tables of dates, the chaff of history, are of little consequence; verbatim recitations of memorized pages of unimportant details are little better than a waste of time; but the spirit of American history can be infused into scholars by any Teacher who possesses a spark of it himself, without interference with what are termed the "regular" studies of the School-room.

The patriotic lessons of our national history ought not to be subordinate to those of the multiplication table. Many a dull boy will be made alive, and many a vacant eye lighted with attention, when some story of the Revolution is told by a Teacher who knows how to stir young hearts. The heroic chapters of our history—let them be learned by heart, committed to memory, told over and over again, and interwoven with every memory of School days. The story of the sufferings, privations, and dangers of the early settlers who founded the Nation; the stubborn instinct with which the Colonists clung to principle, in the preliminary struggles of the Revolution; the character of Washington, and how politicians intrigued to remove him from the head of the army when victory failed to crown its banners; the heroic endurance of the old Continentals in the log huts of Valley Forge, starving, sick, bare-foot in mid-winter; the daring of "Old Put," "Mad Anthony," and Ethan Allen; the story of Lafayette, which ought to be told again to Louis Napoleon; the damning treason of Benedict Arnold, the Copperhead, whose "conditional loyalty" depended on place and promotion; how the disgrace of the "Tories," those constitutional peace men of the Revolution, clung like the shirt of Nessus to their descendants; how "Old Hickory" treated the British invaders, meddling Judges, Calhoun, South Carolina, and nullification; how Webster and Clay stood by the Constitution and the Union—all these, and a hundred more, should be told till they are familiar as household tales.

Hon. J. S. Adams, State Superintendent of Vermont, says in his last report:

"The Prussians say that 'whatever you would have appear in a nation's life, you must put into its Schools;' and if this maxim be ever or anywhere true, how much more so now and here. If we would have courage, devotion, and a highminded patriotism to be the dominant traits of our national or State character, we must teach them in our Schools.

"It is worse than idle to suppose that arithmetic and grammar, science and the classics, everything that is worthy of acquisition, is to be taught with diligent and painful labor, while we may expect that an unselfish love of country and home will come as it were by instinct, unsought, and untaught. We must *teach* our children in the earlier and fresher days of youth, to become brave, and true, and magnanimous.

"The qualifications of citizens for the duties of their citizenship is the end and purpose for which Schools were established. Why, then, do they so carefully attend to the mint and cumin of arithmetic and grammar, and neglect the weightier matter of the direct qualification of youth for the duties of citizenship? When we find in our Schools upwards of forty thousand children studying arithmetic, the fact that there is probably not a single class in all the Schools who are receiving instruction in regard to the Government and Constitution of our own State, is strong proof of a serious deficiency.

"But an intelligent citizenship requires a clear head as well as a warm and true heart; it needs ability as well as true heartedness. He who is

shortly to become a legal voter, and therefore a sovereign lawmaker of a republican commonwealth, will of necessity have force and usefulness in direct proportion to his acquaintance with the Government, laws, institutions, condition, capacities, and wants of the State. A special and accurate knowledge of the geography and history, the resources, the capacities, the laws and institutions of Vermont, then, is a legitimate, and should be the leading object of instruction in Vermont Schools.

"The neglect of these things in our Schools is so entire as to have the appearance of design rather than accident. As was remarked in a preceding quotation from the last report, ignorance of the history and geography of our own State seems to be the rule, rather than the exception; and in this respect we stand in marked contrast with some of our neighbors. The general familiarity of the pupils of many of the Massachusetts Schools with the history and geography of their own State, is singularly pleasing to a stranger; her history is made a common study, and in the hearts of her children, Plymouth Rock and Bunker Hill are words of deep significance—the landing of the Pilgrim Fathers, and the struggles of Lexington and Concord have consecrated the soil of the 'Old Bay State' to the undying veneration of her children. Wherever you enter the Public Schools, maps of Massachusetts, and charts and books upon her resources and capacities abound, and constant dwelling upon the theme has made a patriotic attachment to their State and country a proverbial and almost an inevitable trait of her people.

"The most singular fact that can be stated in connection with our Public Schools, is that while ostensibly and really established for the purpose of teaching our children how well to discharge the duties of their future citizenship, this particular subject is almost the only one in the whole range of scholastic attainments that receives absolutely no attention whatever.

"There can surely be no room for doubt in this matter. Freemen, in the true sense of the word, cannot happen like accidental fires, or grow like turnips. The play of Othello, without any mention of the Moor himself, would be a monument of sagacity by the side of a republican School, organized expressly to impart all necessary qualifications to republican citizens, that should never teach even the simplest elements of the principles of republican institutions.

"These grand fundamental principles should then be regularly taught in all our Schools. The minds and hearts of our children should grow daily in constant familiarity with those moral and political principles that precede and underlie all possible republicanism.

"Nor is this all. The State Bill of Rights, and the leading features of the State and National Constitutions, with a knowledge of the different departments of Government, both State and National, together with some acquaintance with the method of making and executing laws, should be topics of common conversation and particular instruction in every Common School, to all the older pupils at least."

In an address before the New York State Teachers' Association, President Pomeroy thus eloquently sets forth the relation of Public School education to the Government:

"A remarkable statement is recorded in the archives at Washington. It stands vouched for by the signature of the President. I allude to the circumstance that in the old army and navy of the United States, not a private was found willing to join the insurgents, or could be in-



duced to join them, in their mad revolt against the Government. In these two branches of the public service the rebellion was confined entirely to the officers; while in the country at large it originally embraced none but the leading politicians and the few over whom they were able to exercise a controlling influence.

"These officers and leaders were the most intelligent men of their section; many of them possessed of fine scholastic attainments, and the most liberal culture. Now, if education is to be regarded as the principal safeguard of the Nation, why is it that we find the Constitution set at defiance, their sworn allegiance abrogated, and the Government brought into peril, by these educated men? At first view, one would be led to suppose, either that our theory of universal education, as we have understood it, was a fallacy, or that our systems of education were not what they ought to be. The supposition may be partially correct on both these points, but before passing judgment too hastily, there are other facts to be considered, which present the subject in a somewhat different aspect.

"The unconditional outspoken loyalty of the country is found only in those sections where Schools are most abundant and best appreciated—and where education is the freest. I believe it will be found true, that just in proportion as the privileges of School instruction are withheld from the masses of the people, or in proportion as these privileges are disregarded by them, just in that proportion disloyalty prevails. As those are provided, this disappears. The New England States, for instance, are the most intensely educational, and I think it will not be denied that they have shown themselves the most intensely loyal; though no invidious distinctions should be made, of course, between States that are absolutely loyal. The Cotton States, where a general diffusion of educational privileges is more restricted than in other parts of the country, (and necessarily so,) were the first to raise the standard of revolt, and have been all the time most unanimous and bitter in their opposition to the Government. And anywhere at the North, in those localities where the least attention is given to education, and the least provision made for the support of Schools, we find the sympathies of the people most inclined to favor the cause of treason. In southern Illinois, for instance—often called the Egypt of that State, on account of its educational darkness—the School privileges of the children, and the heart-felt loyalty of the people, are equally deficient and unpopular.

"This is true, also, of southern Indiana—western Tennessee—northern Missouri—and some parts of Kentucky. And so with the country at large—North or South—the education and intelligence of the masses of the people, may everywhere be taken as a true gauge of their loyalty. The rule will apply with equal certainty to the wards of our Northern cities—and to neighborhoods in the country. In those wards and neighborhoods where ignorance and vice are the ruling characteristics of the people, evidence is not wanting to show that there, and there only, rebellion has its truest Northern partisans; there secession finds its counterpart.

"These are facts of overwhelming importance. They prove, or, at least, justify the inference, that however much our Schools may have seemed to come short of that desirable result which reduces the general aggregate of crime, they are sure and unfailing nurseries of loyalty to the Government.

"But while we perceive the importance of universal education, as a *political necessity* of the country, we must not forget that this war

teaches another great lesson, equally suggestive to the Educator and the Statesman—that a monopoly of learning is no less dangerous, and is, perhaps even more dangerous than a deficiency of intelligence. The two extremes are to be equally avoided if we would preserve our national integrity from overthrow and decay.

“Of the two hundred and thirty-eight Colleges in the United States, according to the census of eighteen hundred and fifty, one hundred and twenty-four were located South, with a nominal population of about six millions to support them, though less than one tenth of this population are the only real patrons those institutions ever have, or are ever expected to have. The other one hundred and fourteen—considerably less than one half—belong to the North, and accommodate a population of over twenty millions. In addition to this, our Northern Colleges are often filled with Southern students, but it rarely happens that Northern students are sent to Southern Colleges.

“Since they have few Schools accessible to the poor, as compared with the number of persons embraced in that large class of their population, it follows that education with them is confined almost entirely to the ranks of the aristocracy—those who are able to send their children to the higher Seminaries of learning, or employ private tutors for them at home. The great majority of the people are too poor to do this, in any part of the country, or in any part of the world. Hence there is a monopoly of learning with them; and whenever such a monopoly exists, society will soon come to discharge all its functions in accordance with the leading political idea of Calhoun—A few to think; the many to work. From this the transition is easy and natural to the later maxim of his numerous disciples—The thinkers to rule; the workers to serve. Conspiracies are easily formed where such a state of things exists; it only requires the motive to develop the disposition, and a slight motive will suffice. It enables the ruling class to keep the political power of their section in their own hands, because any combination they may enter into will possess a moral force equivalent to law.”

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### MILITARY DRILL IN SCHOOL.

The question of military drill in Public Schools has recently excited much discussion among Teachers and educators.

As usual when new questions are agitated, much has been said and written on the advantages which would result from such training in School, and very little has been done.

In the Rincon School, San Francisco, a company of boys has been organized under the instruction of a gentleman of military tastes and habits, and the experiment has proved quite successful.

During the many years the same School was under my own supervision, the older boys were regularly and systematically trained to a full course of gymnastic exercises. One of those boys is now in West Point Military Academy, and he holds the physical training he received in the Rincon School a thousand times more valuable to him than the intellectual, because it gave him the physical stamina so necessary in a Military Academy. I know that most of the young men who were members of

those gymnastic classes look back upon their physical training as the most useful part of their School education.

In a few of our Colleges, High Schools, and City Grammar Schools, boys may be organized into companies and drilled in the elements of military tactics; but, in the great majority of the Public Schools in the State, this is utterly impossible, in consequence of the small number of boys in each School, and the inequality of age and size.

What, then, can be done in the Schools? Any experienced military man who has passed through even a single campaign of actual war service will declare that the first great requisites for a good soldier, before which all others sink into secondary importance, are sound health, stamina, activity, and power of endurance. The mere manual and tactics can be learned by the rawest recruits in a few weeks; but muscles of iron and sinews of steel cannot be fastened upon them like knapsacks. The ancient Greeks and Romans trained their boys from childhood to become efficient soldiers by inuring them to exposure and hardship, and by systematic gymnastic exercises. The long lists of "exempts" from military service show a fearful condition of physical weakness among men in the prime of life; and the fate of thousands in the army who have sunk under the hardships of a soldier's life into the Hospitals, and from the Hospitals into their graves, reveals lack of *stamina* in the Nation. Something more than military drill is needed to raise the standard of physical vigor, and make a nation of fighting men fit to carry on a war. We must begin at the foundation with the three millions of boys in the Public Schools, by training them, during their whole School life, to gymnastic exercises, systematically followed up—to games of ball, leaping, wrestling, boxing, and all other athletic out-door exercises.

Were they to grow up, under such a training, to a manhood of muscular power, instead of effeminate weakness, they would make fit soldiers to fight and win the battles of the Nation. This war is teaching us some useful lessons at the point of the bayonet, and nothing less effective will ever reach the minds of those who think the sole object of the Public Schools is to teach arithmetic, reading, and writing.

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## CONCLUSION.

The first official term of eleven months, for which I was elected to the office of Superintendent of Public Instruction, closes with this report, which has necessarily been prepared, without even the opportunity of revision, at odd intervals of time, snatched from the performance of other office duties.

The importance of the various subjects presented has precluded the possibility of a brief report; and, as the School reports of other sections of the Union seldom reach this State, I have quoted extensively the views of eminent educational men, for the purpose of imparting to School officers some information concerning the progress of Public Schools in the older States.

I have endeavored to set forth in plain words the defects and the wants of our Public School system. Could I have conscientiously done so, it would have been pleasanter to have found more to commend and *less to censure*; but unmerited laudation seldom effects needed reforms.

In entering upon another official term of four years, I am able to comprehend in some measure the magnitude of the work to be done, and I assume the task in no spirit of self-confidence. Having devoted my whole life to the profession of teaching—having taught ten years in the Public Schools of this State—I have an ambition to co-operate with the many earnest and devoted Teachers in California who are striving to awaken public opinion to a truer estimate of the relation of Free Schools to the future permanence and prosperity of the State, and to a higher estimation of the profession of teaching. The efforts of Teachers and Superintendents, however, will effect comparatively little, unless seconded by judicious legislation, which shall anticipate the future, as well as comprehend the present.

I appeal to every legislator, in considering the question of a State School tax, to bear in mind that his vote will influence the destinies of a hundred thousand children for good or for evil; that twenty thousand children in the State are growing up “not attending any School;” that the best “franchise” which can be granted to the State is a generation of young men, trained to an intelligent patriotism; and that true economy, anticipating the future, sometimes consists in a liberal expenditure of means, rather than in short-sighted retrenchment.

JOHN SWETT,  
Superintendent of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION, }  
*San Francisco, November 1, 1863.* }

1. The first part of the document is a list of names and addresses of the members of the committee.

# STATISTICAL TABLES.

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## STATISTICAL TABLES.

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TABLE 1.

Statement of the total amount of State School Fund apportioned during the School year ending August thirty-first, eighteen hundred and sixty-three.

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TABLE 2.

Abstract of the Statistical Reports of the County Superintendents of Public Schools in the State of California, for the School year ending August thirty-first, eighteen hundred and sixty-three—statistics taken from returns of School Census Marshals.

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TABLE 3.

Abstracts of the Statistical Reports of the County Superintendents of Public Schools of the State of California, for the School year ending August thirty-first, eighteen hundred and sixty-three—statistics taken from reports of Public School Teachers, and District School Trustees.

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TABLE 4.

Abstract of the Financial Reports of County Superintendents and County Treasurers of the State of California, for the School year ending August thirty-first, eighteen hundred and sixty-three—receipts.

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TABLE 4.—Continued.

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## TABLE 5.

Abstract of the Supplementary Reports of County Superintendents.  
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eighteen hundred and sixty-three.

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## TABLE 5.—Continued.

## TABLE 6.

Abstract of the Financial Reports of County Superintendents and  
County Treasurers, showing errors and variations.

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## TABLE 6.—Continued.

## TABLE 6.—Continued.

## TABLE 7.

List of County Superintendents in the State of California.

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## TABLE 7.—Continued.

## TABLE 8.

Statement showing the amount of School money raised by county tax  
in each county, for each child between four and eighteen years of age,  
eighteen hundred and sixty-three.

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## TABLE 9.

Statement showing the amount per School child in each county, de-  
rived from all sources.

## TABLE 10.

Statement showing the assessed valuation of property in each county in eighteen hundred and sixty-two, and the rate of county School tax on each one hundred dollars.

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## TABLE 11.

Statement showing the amount which would be raised in each county by a half mill School tax, and the amount to such tax which the county would receive back.

TABLE 1.

STATEMENT of the Total Amount of State School Fund apportioned during the School Year ending August 31st, 1863.

No.	COUNTIES.	January Apportionment.	July Apportionment.	Total Apportionment.
1	Alameda.....	\$1,909 80	\$2,323 61	\$4,233 41
2	Amador.....	1,564 20	1,949 19	3,513 39
3	Butte.....	1,521 00	1,855 70	3,376 70
4	Calaveras... ..	1,791 00	2,218 70	4,009 70
5	Colusa .....	400 50	524 10	924 60
6	Contra Costa .....	1,346 40	1,834 66	3,181 06
7	Del Norte.....	138 60	182 77	321 37
8	El Dorado.....	2,754 00	3,338 55	6,092 55
9	Fresno .....	36 90	44 83	81 73
10	Humboldt.....	628 20	771 24	1,399 44
11	Klamath.....	63 00	83 60	146 60
12	Lake.....	321 20	395 09	726 29
13	Los Angeles .....	2,158 20	2,581 99	4,740 19
14	Marin .....	574 20	669 69	1,243 89
15	Mariposa .....	791 10	961 77	1,752 87
16	Mendocino .....	666 00	813 20	1,479 20
17	Merced.....	240 30	290 21	530 51
18	Mono .....	47 70	46 64	94 34
19	Monterey .....	1,435 50	1,776 35	3,211 85
20	Napa .....	1,158 30	1,408 56	2,566 86
21	Nevada... ..	2,211 30	2,714 41	4,925 71
22	Placer .....	1,607 40	1,962 68	3,570 08
23	Plumas.....	413 10	485 42	898 52
24	Sacramento.....	3,957 30	4,962 86	8,920 16
25	San Bernardino .....	864 00	1,080 55	1,944 55
26	San Diego.....	310 50	381 10	691 60
27	San Francisco.....	11,686 50	14,505 80	26,192 30
28	San Joaquin .....	2,830 50	3,449 85	6,280 35
29	San Luis Obispo.....	661 50	779 80	1,441 30
30	San Mateo.....	711 90	873 33	1,585 23
31	Santa Barbara.....	1,149 30	1,434 76	2,584 06
32	Santa Clara.....	3,207 60	4,067 78	7,275 38
33	Santa Cruz .....	1,323 90	1,622 48	2,946 38
34	Shasta .....	862 20	1,063 04	1,925 24
35	Sierra.....	684 00	841 55	1,525 55
36	Siskiyou.....	664 20	813 44	1,477 64
37	Solano.....	1,805 40	2,235 78	4,041 18
38	Sonoma.....	3,451 50	4,271 80	7,723 30
39	Stanislaus.....	368 10	463 67	831 77
	Carried forward.....	\$58,346 30	\$72,080 55	\$130,406 85

TABLE 1—Continued.

No.	COUNTIES.	January Apportionment.	July Apportionment.	Total Apportionment.
	Brought forward.....	\$58,346 30	\$72,080 55	\$130,406 85
40	Sutter.....	691 20	870 34	1,561 54
41	Tehama.....	490 50	620 35	1,110 85
42	Trinity.....	270 90	343 38	614 28
43	Tulare.....	739 80	938 36	1,678 16
44	Tuolumne.....	1,593 90	1,988 73	3,582 63
45	Yolo.....	1,243 80	1,531 66	2,775 46
46	Yuba.....	1,662 10	2,125 97	3,808 07
	Totals .....	\$65,038 50	\$80,499 34	\$145,537 84

ABSTRACT of the Statistical Reports of the County Superintendents of Public Schools in the State of California, for the School Year ending August 31st, 1869. *Statistics taken from Returns of School Census Marshals.*

TABLE 2.

COUNTIES.	STATISTICS FROM RETURNS OF SCHOOL CENSUS MARSHALS.										
	Number of Boys between 4 and 18 years of age..	Number of Girls between 4 and 18 years of age..	Total Number of White Children between 4 and 18 years of age..	Number of White Children under 4 years of age.....	Number of Children between 18 and 21 years of age	Number of White Children of all ages under 21, born in California	Number of White Children between 4 and 6 years of age.....	Number White Children between 4 and 6 years of age attending School	Number of White Children of all ages attending Public Schools.....	Number of White Children attending Private Schools .....	Number of White Children between 6 and 18 years of age not attending any School.....
Alameda.....	1,092	1,051	2,143	1,213	98	2,295	385	114	769	318	565
Amador .....	997	878	1,875	906	101	1,802	447	183	818	62	523
Butte ... ..	892	830	1,722	810	93	1,403	369	124	850	37	313
Calaveras.....	1,113	1,168	2,281	1,156	92	2,419	537	134	808	138	675
Colusa.....	256	238	494	229	19	462	98	25	295	13	134
Contra Costa.....	801	806	1,607	641	78	1,604	338	60	544	54	269
Del Norte.....	80	73	153	93	7	169	51	21	70	14	33
El Dorado.....	1,452	1,427	2,879	1,327	166	2,556	636	271	1,613	15	767
Fresno.....	13	19	32	22	.....	39	10	3	17	.....	.....
Humboldt .....	397	303	700	351	22	728	178	59	394	23	140
Klamath.....	47	34	81	64	.....	121	.....	.....	17	.....	.....
Lake.....	168	157	325	148	16	259	78	14	107	26	132
Los Angeles .....	1,205	1,168	2,373	794	158	2,429	293	60	631	65	1,073
Marin.....	418	307	725	327	41	661	144	49	224	160	144
Mariposa.....	463	395	858	430	21	931	187	77	378	.....	157
Mendocino. ....	475	373	848	418	36	868	222	71	360	125	182



TABLE 3.

ABSTRACT of the Statistical Reports of the County Superintendents of Public Schools of the State of California, for the School Year ending August 31st, 1863—Statistics taken from Reports of Public School Teachers and District School Trustees.

STATISTICS FROM RETURNS OF TEACHERS AND TRUSTEES.											
COUNTIES.	Total Number of Pupils enrolled on Public School Registers.....	Average Number belonging to Public Schools. ....	Average Daily Attendance.....	Percentage of Attendance.....	Number attend'g School under 6 years of age..	Average No. Calendar Months during which School was maint'd.....	Average Monthly Salary, Board included, paid each Teacher.....	Average Length of Time Teachers have taught the same Schools .....	Valuation of School Houses and Furniture.....	Valuation of School Libraries .....	Valuation of School Apparatus.....
Alameda.....	834	516	376	.73	117	6.	\$57 00	8.	\$9,482 00	\$130 00	
Amador.....	995	773	579	.77	101	5.5	69 00	.....	13,888 00	22 00	\$470 00
Butte.....	1,079	580	636	.74	122	4.2	62 00	5.7	5,115 00		109 00
Calaveras.....	781	565	459	.82	119	4.6	66 00	4.6	1,260 00	30 00	140 00
Colusa.....	202	142	127	.75	12	5.	46 00	6.	2,440 00		
Contra Costa.....	558	260	313	.82	41	4.	55 00	4.5	7,775 00	65 00	25 00
Del Norte.....	75	26	24	.89	6	7.6	70 00	.....	1,660 00		
El Dorado.....	1,666	1,351	993	.64	280	5.	61 00	7.5	14,300 00	140 00	240 00
Fresno.....	20	18	16	.88	3	3.	60 00	3.			
Humboldt.....	407	327	283	.87	48	4.	49 00	13.	3,285 00		15 00
Klamath.....		13	10	..		7.	100 00				
Lake.....	127	79	73	.55		3.5	55 00	5.	900 00		
Los Angeles.....	720	414	266	.67	59	8.5	70 00	10.	7,175 00		152 00
Marin.....	259	227	188	.69	31	4.	43 00	6.	2,485 00	10 00	15 00
Mariposa.....	344	324	211	.88	54	5.3	80 00	5.	4,958 00		40 00
Mendocino.....	239	119	13	.85		3.	40 00		3,097 00		

Merced.....	143	144	108	.48	.....	5.	63 00	7.	1,400 00	.....	.....	.....
Mono.....	51	43	43	.....	.....	4.	100 00	9.	.....	.....	.....	.....
Monterey.....	446	305	248	.70	58	8.	.....	.....	2,625 00	10 00	.....	185 00
Napa.....	463	289	291	.85	29	4.6	60 00	4.6	6,233 00	.....	.....	125 00
Nevada.....	1,099	407	491	.83	73	5.1	74 00	8.	10,015 00	.....	.....	231 00
Placer.....	842	361	482	.68	54	5.3	70 00	.....	8,666 00	87 00	.....	350 00
Plumas.....	121	121	78	.70	18	4.4	64 00	3.	850 00	.....	.....	.....
Sacramento.....	3,073	1,858	1,527	.81	214	6.	56 00	5.	37,674 00	.....	.....	838 00
San Bernardino.....	442	300	241	.....	37	4.2	52 00	.....	2,100 00	.....	.....	.....
San Diego.....	30	30	25	.90	6	6.	65 00	4.	10 00	.....	.....	.....
San Francisco.....	8,177	4,681	4,389	.91	.....	10.	92 00	.....	249,545 00	1,000 00	.....	5,406 00
San Joaquin.....	2,010	1,060	1,029	.69	93	5.5	73 00	8.	21,417 00	37 00	.....	125 00
San Luis Obispo.....	66	24	36	.72	9	4.	54 00	3.5	150 00	.....	.....	55 00
San Mateo.....	373	224	207	.62	31	5.4	50 00	8.	4,275 00	.....	.....	26 00
Santa Barbara.....	122	118	60	.....	.....	9.5	62 00	.....	1,500 00	.....	.....	.....
Santa Clara.....	1,728	1,325	1,026	.77	183	6.5	58 00	.....	14,582 00	70 00	.....	235 00
Santa Cruz.....	497	340	332	.87	48	6.6	62 00	12.	2,050 00	79 00	.....	.....
Shasta.....	492	555	339	.58	90	5.	63 00	12.	3,125 00	.....	.....	2 00
Sierra.....	550	409	278	.68	.....	5.3	77 00	.....	4,496 00	30 00	.....	100 00
Siskiyou.....	383	248	232	.84	56	4.1	63 00	7.	3,505 00	.....	.....	72 00
Solano.....	1,082	685	539	.73	64	5.3	69 00	5.	10,985 00	.....	.....	80 00
Sonoma.....	1,968	1,077	1,027	.80	108	4.8	53 00	5.7	26,220 00	100 00	.....	555 00
Stanislaus.....	166	112	131	.....	20	4.	62 00	.....	2,900 00	790 00	.....	.....
Sutter.....	333	250	226	.68	19	5.	52 00	5.	3,230 00	.....	.....	60 00
Tehama.....	262	196	134	.....	22	5.6	54 00	.....	4,475 00	.....	.....	5 00
Trinity.....	196	125	116	.82	30	6.	84 00	6.	1,750 00	.....	.....	.....
Tulare.....	438	300	205	.....	50	5.	62 00	9.	825 00	.....	.....	.....
Tuolumne.....	735	438	362	.79	67	4.3	77 00	12.	12,050 00	.....	.....	180 00
Yolo.....	938	506	488	.78	28	6.	62 00	.....	9,301 00	5 00	.....	165 00
Yuba.....	1,008	600	523	.66	76	8.3	68 00	15.	24,698 00	1,000 00	.....	665 00
Totals and averages.....	36,540	22,965	19,992	.80	2,476	5.4	\$80 00	7.1	\$548,472 00	\$3,605 00	.....	\$14,666 00



TABLE 4.

ABSTRACT of the Financial Reports of County Superintendents and County Treasurers of the State of California, for the School Year ending August 31st, 1863.

COUNTIES.	RECEIPTS.				
	1	2	3	4	5
	Amount of School Fund received from the State.....	Amount of School money received from County Taxes.....	Amount of money received from District Taxes .....	Amount received from Rate Bills and Subscription .....	Total Amount received from all sources for support of Schools..
Alameda.....	\$4,233 41	\$8,185 22	\$500 00	\$1,325 38	\$14,244 01
Amador.....	3,513 39	4,570 94	.....	4,133 04	12,217 37
Butte.....	3,376 70	3,665 48	.....	2,349 44	9,391 62
Calaveras, .....	4,009 70	2,531 40	64 75	2,856 33	9,462 18
Colusa.. ..	924 60	2,375 85	.....	341 11	3,641 56
Contra Costa.....	3,181 06	3,165 28	.....	873 00	7,219 34
Del Norte .....	321 37	247 80	.....	823 51	1,392 68
El Dorado. ....	6,092 55	10,396 00	1,907 06	4,724 88	23,120 49
Fresno.....	81 73	103 50	.....	.....	185 23
Humboldt.....	1,399 44	1,037 40	.....	457 80	2,894 64
Klamath.....	146 60	230 15	.....	200 70	577 45
Lake.....	726 29	189 63	.....	217 35	1,133 27
Los Angeles.....	4,740 19	4,084 91	.....	.....	8,825 10
Marin.....	1,243 89	2,900 91	.....	555 95	4,700 75
Mariposa.....	1,752 87	2,134 22	.....	470 05	4,357 14
Mendocino .....	1,479 20	842 88	.....	355 38	2,677 46

Merced .....	530 51	905 16	143 00	1,578 67
Mono.....	94 34	349 76	.....	444 10
Monterey.....	3,211 85	3,403 31	.....	6,742 41
Napa.....	2,566 86	1,404 06	.....	5,520 61
Nevada.....	4,925 71	5,576 14	.....	16,136 07
Placer.....	3,570 08	7,903 00	320 75	13,806 32
Plumas.....	898 52	341 91	.....	1,995 96
Sacramento .....	8,920 16	12,949 30	18,956 14	47,082 29
San Bernardino.....	1,944 55	454 74	.....	2,592 32
San Diego.....	691 60	330 66	.....	1,022 26
San Francisco.....	26,192 30	193,233 15	.....	219,425 45
San Joaquin.....	6,280 35	10,161 96	5,833 67	25,702 98
San Luis Obispo .....	1,441 30	133 35	.....	1,574 65
San Mateo.....	1,585 23	4,087 82	.....	6,640 05
Santa Barbara.....	2,584 06	721 66	.....	3,305 72
Santa Clara.....	7,275 38	6,113 20	4,559 32	23,760 38
Santa Cruz.....	2,946 38	2,631 36	.....	6,220 85
Shasta.....	1,925 24	1,494 48	.....	4,117 04
Sierra.....	1,525 55	2,034 09	243 03	.....
Siskiyou.....	1,477 64	1,564 01	85 25	3,777 00
Solano.....	4,941 18	4,656 88	247 68	7,176 13
Sonoma.....	7,723 30	3,914 73	584 14	16,086 24
Stanislaus.....	831 77	1,722 27	59 62	3,368 37
Sutter.....	1,561 54	1,404 43	.....	3,626 61
Tehama.....	1,110 85	1,389 39	26 50	3,406 11
Trinity.....	614 28	1,915 70	155 50	1,842 50
Tulare.....	1,678 16	738 52	12 55	2,359 75
Tuolumne.....	3,582 63	2,412 89	103 87	5,506 28
Yolo.....	2,775 46	3,888 97	80 68	9,948 15
Yuba.....	3,808 07	4,078 60	.....	10,302 04
Totals.....	\$145,537 84	\$307,128 22	\$38,731 62	\$581,055 77
			\$68,209 24	
			5,789 93	15,234 49

TABLE 4—Continued.

COUNTIES.	EXPENDITURES.					CELEST.			Amount received from Rate Bills and description.....	Total Amount received from all sources support of School
	Amount paid for Teachers' Salaries .....	Amount expended for Sites, Buildings, Repairs, and School Furniture.....	Amount expended for School Libraries.....	Amount expended for School Apparatus .....	Amount of money received from District Taxes .....	\$	¢	¢		
Alameda.....	\$7,828 48	\$2,081 66	.....	\$5 75	\$251 47	10,167	36	4,076 65		
Amador.....	8,951 00	1,698 33	\$22 00	199 00	167 75	11,038	08	1,179 29		
Butte.....	7,550 28	436 50	.....	40 00	235 37	8,262	15	1,129 47		
Calaveras.....	6,485 41	1,346 80	30 00	10 00	349 01	8,221	22	1,240 96		
Colusa.....	2,500 95	298 00	.....	.....	27 75	2,826	70	814 86		
Contra Costa.....	5,035 44	411 77	.....	.....	91 24	5,538	45	1,680 89		
Del Norte.....	1,290 00	262 41	.....	.....	67 00	1,619	41	.....		
El Dorado.....	14,717 60	3,323 78	.....	113 14	521 56	18,676	08	4,444 41		
Fresno.....	165 00	.....	.....	.....	.....	165	00	20 23		
Humboldt.....	2,556 61	121 50	.....	49 23	129 00	2,856	34	38 30		
Klamath.....	577 20	24 25	.....	.....	.....	601	45	.....		
Lake.....	445 38	24 00	.....	.....	.....	469	38	663 89		
Los Angeles.....	6,436 67	606 23	58 50	.....	74 50	7,175	90	1,649 20		
Marin.....	2,232 45	1,206 39	.....	15 00	18 00	3,471	84	1,303 16		
Mariposa.....	3,008 05	515 90	.....	.....	27 80	3,551	75	805 39		
Mendocino.....	1,043 40	78 34	.....	10 00	.....	1,131	74	1,545 72		
Merced.....	1,857 59	.....	.....	.....	.....	1,857	59	.....		

Mono.....	400 00	.....	.....	.....	.....	56 00	456 00	.....
Monterey.....	4,106 83	575 23	.....	78 00	88 65	4,848 21	1,894 20	
Napa.....	3,481 00	200 57	12 00	21 75	83 99	3,799 31	1,741 30	
Nevada.....	10,752 27	4,259 58	.....	116 00	194 25	15,322 10	813 97	
Placer.....	8,114 82	1,597 87	82 00	193 00	167 75	10,155 44	3,650 88	
Plumas.....	1,443 50	350 00	.....	.....	24 00	1,817 50	178 46	
Sacramento.....	26,981 49	11,387 63	.....	154 25	4,088 59	42,611 96	4,470 19	
San Bernardino.....	1,498 84	265 21	.....	.....	30 00	1,794 05	798 27	
San Diego.....	390 00	.....	.....	.....	41 12	431 12	591 14	
San Francisco.....	86,282 71	45,484 60	100 00	400 00	46,662 16	178,929 47	40,495 98	
San Joaquin.....	17,410 91	3,098 06	.....	.....	1,441 03	21,950 00	3,752 98	
San Luis Obispo.....	620 00	5 00	.....	.....	85 53	710 53	844 12	
San Mateo.....	3,507 42	1,007 95	.....	26 75	.....	4,542 12	2,097 93	
Santa Barbara.....	1,010 00	.....	.....	.....	22 75	1,082 75	2,272 97	
Santa Clara.....	17,072 44	3,978 04	48 75	132 60	724 99	21,956 82	1,803 56	
Santa Cruz.....	3,957 89	301 29	.....	.....	152 00	4,411 18	1,809 67	
Shasta.....	3,201 63	120 33	.....	.....	56 60	3,378 56	739 38	
Sierra.....	5,154 00	1,502 02	30 00	80 00	243 63	7,009 65	.....	
Siskiyou.....	3,048 50	571 25	.....	72 00	85 25	3,777 00	209 09	
Solano.....	5,430 41	1,432 30	24 50	41 25	247 68	7,176 13	3,949 43	
Sonoma.....	13,768 77	1,357 33	17 00	409 00	534 14	16,086 24	1,064 55	
Stanislaus.....	1,774 50	1,439 25	90 00	.....	59 62	3,368 37	609 83	
Sutter.....	3,258 61	368 00	.....	.....	.....	3,626 61	529 03	
Tehama.....	2,931 12	388 49	.....	60 00	26 50	3,406 11	.....	
Trinity.....	1,687 00	.....	.....	.....	155 50	1,842 50	687 48	
Tulare.....	2,238 7	108 50	.....	.....	12 55	2,359 75	569 93	
Tuolumne.....	5,291 86	91 05	.....	19 50	103 87	5,506 28	1,354 24	
Yolo.....	8,752 87	1,089 60	.....	25 00	80 68	9,948 15	414 22	
Yuba.....	12,088 82	516 52	.....	.....	922 70	13,528 04	1,706 45	
Totals.....	\$328,338 02	\$93,931 53	\$514 75	\$2,271 22	\$58,271 97	\$483,407 49	\$97,648 28	

TABLE 5.

ABSTRACT of the Supplementary Reports of County Superintendents—Miscellaneous Statistics for the School Year ending August 31st, 1863.

COUNTIES.	Whole No. Primary Schools.	Whole No. of Intermediate Schools.....	Whole No. of Unclassified Schools.....	Whole No. Grammar Schools	<del>Whole No. of High Schools.</del>	Total No. of Schools.....	Total No. of School Districts	No. Male Teachers employed during year.....	No. Female Teachers employed during year.....	Total No. Teachers employed during year.....	High't Monthly Wages, b'rd incl'd, p'd Male Teachers...	High't Monthly Wages, b'rd incl'd, p'd Female Teachers	Lowest Monthly Wages, b'rd incl'd, paid Male Teachers	Lowest Monthly Wages, b'rd incl'd, p'd Female Teachers	Average monthly Wages p'd to all Teachers.....	No. Schools maintained less than three months.....	No. Schools maintained only three months.....	No. Schools maintained more than 3 & less than 6 months	No. Schools maintained more than 6 & less than 9 months	No. Schools maintained 9 months and over .....	
Alameda.....	4	.....	18	1	.....	23	22	17	15	32	\$90	\$75	\$50	\$30	\$57	.....	2	4	4	5	.....
Amador.....	6	.....	18	3	.....	27	24	19	12	31	125	75	50	35	69	.....	4	12	2	2	2
Butte.....	18	6	4	.....	.....	28	27	13	14	27	75	75	50	40	62	2	6	16	2	1	
Calaveras.....	2	.....	15	2	.....	19	16	11	11	22	100	100	70	40	66	.....	10	4	4	1	
Colusa.....	.....	12	.....	1	.....	13	14	5	4	9	70	45	45	45	46	1	12	3	.....	1	
Contra Costa.....	10	1	7	.....	.....	18	17	13	7	20	75	62	45	35	55	.....	10	5	2	1	
Del Norte.....	.....	1	.....	1	.....	2	3	2	.....	2	100	.....	40	.....	70	.....	.....	1	.....	1	
El Dorado.....	40	.....	.....	5	.....	45	41	35	29	64	120	60	50	40	61	.....	14	6	15	10	
Fresno.....	1	.....	.....	.....	.....	1	5	1	.....	1	65	.....	60	.....	60	1	.....	.....	.....	.....	
Humboldt.....	1	.....	8	1	.....	10	9	4	7	11	75	50	50	30	49	.....	7	.....	2	.....	
Klamath.....	.....	.....	1	.....	.....	1	1	1	.....	1	100	.....	.....	.....	100	.....	.....	.....	1	.....	
Lake.....	4	.....	.....	.....	.....	6	6	3	1	4	75	32	50	30	55	.....	4	4	.....	.....	
Los Angeles.....	6	.....	1	4	.....	11	7	9	7	16	100	100	40	40	70	1	.....	1	2	7	
Marin.....	3	3	2	3	.....	11	13	5	8	13	50	40	33	30	43	.....	.....	3	2	1	
Mariposa.....	8	.....	.....	.....	.....	8	8	3	5	8	75	95	75	60	80	.....	5	3	3	1	
Mendocino.....	12	2	.....	.....	.....	14	14	11	5	16	.....	.....	75	60	40	.....	8	14	2	.....	





5.	Merced.....	5	5	5	6	2	1	21	12	30	5	1	10	.....	20	200
4.	Mono.....	.....	1	.....	.....	1	.....	3	.....	.....	1	1	.....	.....	.....	100
8.	Monterey.....	.....	6	.....	7	1	.....	.....	.....	.....	7	.....	.....	.....	25	150
4.6	Napa.....	.....	17	4	10	5	5	50	.....	.....	.....	1	5	.....	10	480
5.1	Nevada.....	1	26	.....	.....	6	2	.....	.....	.....	.....	.....	10	7	5	20
5.3	Placer.....	.....	23	8	4	27	1	80	.....	.....	11	1	6	25	4	1,000
4.4	Plumas.....	.....	2	4	.....	6	1	8	7	12	1	.....	3	.....	.....	1,000
6.	Sacramento.....	4	43	3	.....	.....	3	33	123	228	22	3	10	29	43	1,000
4.2	San Bernardino.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6.	San Diego.....	.....	.....	.....	.....	1	.....	2	4	9	.....	.....	.....	.....	.....	.....
10.	San Francisco.....	6	12	1	23	15	17	250	100	.....	19	.....	96	89	10	4,000
5.5	San Joaquin.....	1	44	20	35	5	6	30	.....	.....	16	3	.....	19	.....	550
4.	San Luis Obispo.....	.....	1	.....	.....	1	.....	7	9	26	2	.....	.....	.....	.....	150
5.4	San Mateo.....	.....	10	6	.....	2	4	11	.....	.....	2	1	3	3	5	300
9.5	Santa Barbara.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6.5	Santa Clara.....	1	36	15	6	30	16	60	.....	.....	13	1	25	18	24	600
6.6	Santa Cruz.....	.....	10	2	1	2	4	1	30	.....	.....	.....	4	4	.....	240
5.	Shasta.....	.....	19	.....	.....	21	5	18	18	10	13	.....	2	3	5	480
5.3	Sierra.....	.....	12	3	7	3	1	25	44	138	4	.....	10	.....	.....	400
4.1	Siskiyou.....	.....	12	5	5	4	3	15	7	13	5	.....	1	1	.....	600
5.3	Solano.....	1	16	.....	11	7	5	20	.....	.....	1	1	.....	9	16	400
4.8	Sonoma.....	1	51	12	.....	.....	.....	.....	.....	.....	.....	.....	20	20	30	800
4.	Stanislaus.....	1	5	.....	4	7	.....	.....	20	50	3	.....	.....	1	.....	20
5.	Sutter.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....
5.6	Tehama.....	2	5	5	1	11	.....	9	24	55	5	2	.....	.....	.....	600
6.	Trinity.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	200
5.	Tulare.....	.....	6	10	.....	.....	.....	.....	30	200	3	.....	.....	1	.....	250
4.3	Tuolumne.....	2	8	.....	.....	.....	1	.....	25	27	7	.....	7	8	.....	365
6.	Yolo.....	2	20	4	9	23	4	25	.....	.....	1	.....	5	11	16	400
8.3	Yuba.....	2	20	.....	9	13	1	20	.....	.....	15	1	.....	6	.....	500
5.4	Totals and Av'gs.	31	647	149	159	294	124	1,058	971	2,460	219	17	277	308	242	440



TABLE 6.

## ABSTRACT of the Financial Reports of County Superintendents and County Treasurers, showing Errors and Variations.

COUNTIES.	State Apportionment—Correct Amount.....	Amount as returned by County Superintendents .....	Variations.....	Amount as returned by County Treasurers.....	Variations.....	Amount of County School Tax as returned by County Superintendents.....	Amount of County School Tax as returned by County Treasurers .....	Variations.....
Alameda.....	\$4,233 41	\$4,211 45	\$21 96	\$4,131 33	\$21 96	\$6,773 25	\$8,185 22	\$1,411 97
Amador.....	3,513 39	2,947 46	565 93	3,513 39	.....	3,962 28	4,570 94	608 66
Butte.....	3,376 70	3,576 70	200 00	3,376 70	.....	4,324 46	3,635 48	658 98
Calaveras.....	4,009 70	3,289 13	720 57	4,009 70	.....	2,531 40	2,834 27	302 87
Colusa.....	924 60	557 87	366 73	1,073 34	148 74	2,123 16	2,375 85	252 69
Contra Costa.....	3,181 06	3,182 58	1 52	3,181 58	52	3,165 28	3,165 28	.....
Del Norte .....	321 37	365 05	43 68	.....	.....	247 80	.....	.....
El Dorado.....	6,092 55	6,112 85	20 30	6,092 55	.....	8,178 00	10,396 00	2,218 00
Fresno.....	81 73	81 73	.....	81 73	.....	.....	103 50	.....
Humboldt .....	1,399 44	1,399 44	.....	1,399 44	.....	1,037 40	768 07	265 33
Klamath.....	146 60	146 60	.....	200 00	53 40	230 15	241 17	11 02
Lake .....	726 29	348 58	377 71	726 29	.....	146 55	189 63	43 08
Los Angeles.....	4,740 19	2,908 03	1,832 16	.....	.....	4,084 91	.....	.....
Marin .....	1,243 89	1,243 89	.....	1,243 89	.....	2,900 91	2,901 51	60
Mariposa.....	1,752 87	796 07	956 80	1,752 87	.....	2,512 36	2,134 22	378 14
Mendocino.....	1,479 20	677 55	801 65	1,479 20	.....	427 86	842 88	415 02

Merced.....	530 57	530 43	14	94 34	905 16	349 76	173 16
Mono.....	94 34	94 34	.....	.....	522 92	.....	.....
Monterey.....	3,211 85	2,989 36	.....	3,211 85	3,229 59	3,403 31	.....
Napa.....	2,566 86	1,357 11	1,209 75	2,583 09	892 61	1,404 06	511 45
Nevada.....	4,925 71	4,841 23	84 48	4,925 71	5,438 00	5,576 14	138 14
Placer.....	3,570 08	3,549 19	20 89	3,570 08	7,865 94	7,903 00	37 06
Plumas.....	898 52	898 52	.....	898 52	346 22	341 91	4 31
Sacramento.....	8,920 16	8,110 75	809 41	.....	12,949 30	.....	.....
San Bernardino ..	1,944 55	864 00	1,080 55	864 00	454 74	409 65	45 09
San Diego.....	691 60	499 10	192 50	499 60	330 66	347 00	16 34
San Francisco.....	26,192 30	26,192 30	.....	26,192 30	171,784 30	171,784 30	.....
San Joaquin.....	6,280 35	4,133 56	2,147 79	6,276 35	10,161 96	11,078 78	906 82
San Luis Obispo...	1,441 30	986 02	455 28	986 02	135 35	135 35	.....
San Mateo.....	1,585 23	1,583 23	2 00	1,407 98	3,743 21	4,087 82	344 61
Santa Barbara ...	2,584 06	907 55	1,676 51	2,584 06	453 75	721 66	267 91
Santa Clara.....	7,275 38	7,232 45	42 93	7,275 38	6,265 99	6,113 20	152 79
Santa Cruz.....	2,946 38	1,987 42	958 96	2,926 38	1,851 81	2,631 36	779 55
Shasta.....	1,925 24	2,107 39	182 15	2,107 59	1,484 48	1,494 48	10 00
Sierra.....	1,525 55	1,534 55	9 00	.....	2,034 09	.....	.....
Siakiyou.....	1,477 64	1,479 60	1 96	1,477 64	1,993 07	1,564 01	429 06
Solano.....	4,041 18	2,544 95	1,496 23	4,041 18	2,653 42	4,656 88	2,003 46
Sonoma.....	7,723 30	7,723 30	.....	7,743 06	2,837 90	3,914 73	1,076 83
Stanislaus.....	831 77	823 30	8 47	831 77	1,614 40	1,722 27	107 87
Sutter.....	1,561 54	1,072 67	488 87	1,573 23	1,404 43	1,882 15	477 72
Tehama.....	1,110 85	1,184 20	73 35	1,110 85	1,457 42	1,389 39	68 03
Trinity.....	614 28	637 95	23 67	614 91	1,437 80	1,915 70	477 90
Tulare.....	1,678 16	1,678 16	.....	1,678 16	738 52	981 78	243 26
Tulame.....	3,582 63	3,563 18	19 45	3,582 63	2,493 67	2,412 89	80 58
Yolo.....	2,775 46	2,775 46	.....	2,776 46	3,868 82	4,135 28	236 46
Yuba.....	3,808 07	3,808 07	.....	3,808 07	5,125 50	4,078 60	1,046 90
Totals.....	\$145,537 84	\$129,534 32	\$26,893 35	\$127,903 22	\$299,120 80	\$288,809 48	\$16,221 66

TABLE 6—Continued.

COUNTIES.	Total Amount received from all sources for support of Schools, from column of "Totals" as returned by County Superintendents.....	Receipts, as formed by corrected addition of County Superintendents' reports.....	Variations .....	Approximate Amount, from corrected returns in Department of Public Instruction.....	Variations.....
Alameda.....	\$7,717 90	\$14,029 08	\$6,311 18	\$14,244 01	\$5 07
Amador.....	11,042 78	11,042 78	.....	12,217 37	1,174 59
Butte.....	10,626 45	10,973 56	247 11	9,391 62	1,581 94
Calaveras .....	8,841 40	8,741 51	99 89	9,462 18	720 67
Colusa .....	3,003 50	3,022 14	18 64	3,641 56	619 42
Contra Costa.....	8,013 61	8,013 61	.....	7,219 34	794 27
Del Norte.....	1,290 00	1,296 00	6 00	1,392 68	102 68
El Dorado .....	17,573 89	20,922 78	3,348 89	23,120 49	2,197 71
Fresno.....	165 00	165 00	.....	185 23	20 23
Humboldt.....	3,412 45	2,894 64	517 81	2,894 64	.....
Klamath .....	677 45	677 45	.....	577 45	100 00
Lake.....	550 00	638 00	138 00	1,133 27	445 27
Los Angeles.....	9,416 16	9,416 16	.....	8,825 10	591 06
Marin .....	4,538 63	4,710 75	172 12	4,700 75	10 00
Mariposa.....	4,256 81	3,798 48	458 33	4,357 14	558 66
Mendocino.....	1,693 88	1,640 79	52 59	2,677 46	1,086 67
Merced.....	1,579 36	1,578 59	77	1,578 67	08

Mono.....	611 26	617 26	6 00	444 10	173 16
Monterey.....	6,346 20	6,346 20	.....	6,742 41	396 21
Napa.....	3,799 41	3,799 41	.....	5,520 61	1,721 20
Nevada.....	15,751 85	15,913 45	161 60	16,136 07	222 62
Placer.....	13,645 27	13,836 62	181 35	13,806 32	30 30
Plumas.....	2,000 27	2,000 27	.....	1,195 96	4 31
Sacramento.....	46,272 88	46,272 88	.....	47,082 29	809 41
San Bernardino.....	1,488 76	1,511 77	23 01	2,592 32	1,080 55
San Diego.....	829 76	829 76	.....	1,022 26	192 50
San Francisco.....	219,425 35	219,425 35	.....	219,425 35	.....
San Joaquin.....	21,263 72	23,551 35	2,287 63	25,702 98	1,151 63
San Luis Obispo.....	1,121 37	1,121 37	.....	1,574 65	453 28
San Mateo.....	7,074 23	6,351 12	723 11	6,630 05	721 07
Santa Barbara.....	1,361 30	1,361 30	.....	3,305 72	1,944 42
Santa Clara.....	24,100 44	23,870 24	.....	23,760 38	109 96
Santa Cruz.....	5,062 94	4,482 34	580 60	6,220 85	1,157 91
Shasta.....	4,320 09	4,290 09	30 00	4,117 94	172 15
Sierra.....	6,155 75	5,726 39	429 36	5,717 39	9 00
Siskiyou.....	4,141 11	4,416 11	275 00	3,986 09	430 02
Solano.....	5,236 45	7,983 82	2,747 37	11,125 56	3,141 74
Sonoma.....	16,073 96	16,073 96	.....	17,150 79	1,077 83
Stanislaus.....	4,013 36	3,856 86	156 50	3,973 20	116 34
Sutter.....	3,666 77	3,757 79	91 02	4,155 64	397 85
Tehama.....	3,462 12	3,462 12	.....	3,320 74	141 38
Trinity.....	2,075 75	2,075 75	.....	2,529 98	454 23
Tulare.....	2,724 10	2,931 68	207 58	2,929 68	2 00
Tuolumne.....	6,921 84	6,922 85	1 01	6,860 52	62 33
Yolo.....	10,485 23	10,362 37	123 01	10,362 37	.....
Yuba.....	16,271 39	16,260 89	10 40	15,234 49	1,026 40
Totals.....	\$550,101 75	\$563,022 69	\$19,636 08	\$581,055 77	\$27,058 12

TABLE 6—Continued.

COUNTIES.	Total Expenditure, found by correct addition of "items," as returned by County Superintendents .....	Amount as reported in column of totals by County Superintendents.....	Variations. ....	Balance on hand, from corrected reports .....	Balance on hand, as reported by County Superintendents.....	Variations .....	Balance on hand, as returned by County Treasurers.....
Alameda.....	\$10,167 31	\$8,706 42	\$1,460 89	\$4,076 65	\$2,831 50	\$1,245 15	\$3,916 86
Amador .....	11,038 08	1,138 08	.....	1,179 29	1,511 22	331 93	154 22
Butte .....	8,262 15	8,244 20	17 95	1,129 47	2,543 33	1,413 86	3,332 08
Calaveras .....	8,221 22	8,528 56	307 04	1,240 96	2,304 82	1,063 86	2,683 42
Colusa .....	2,825 75	2,875 70	49 95	814 86	844 51	29 65	5,033 26
Contra Costa .....	5,538 45	5,574 45	36 00	1,680 89	2,438 96	758 07	2,105 71
Del Norte .....	1,619 41	1,515 41	104 00	.....	237 77	237 77	.....
El Dorado.....	18,676 08	17,837 08	839 00	4,444 41	2,229 60	2,214 81	2,726 65
Fresno .....	165 00	165 00	.....	20 23	.....	20 23	318 28
Humboldt.. ..	2,856 34	2,888 18	31 84	38 30	.....	537 31	594 97
Klamath .....	601 70	601 70	.....	.....	.....	75 75	520 31
Lake .....	469 38	245 38	224 00	663 89	75 75	94 92	504 75
Los Angeles .....	7,175 90	7,175 90	.....	1,649 20	7,175 90	5,526 70	.....
Marin .....	3,471 84	3,456 09	15 75	1,308 16	1,533 87	230 71	1,675 37
Mariposa.....	3,551 75	3,393 48	158 27	805 39	1,635 48	830 09	1,676 45
Mendocino .....	1,131 74	1,135 49	3 75	1,542 72	174 91	1,370 81	749 05
Merced .....	1,857 59	1,857 59	.....	.....	151 65	151 65	.....

Mono.....	456 00	456 00	.....	.....	161 26	161 26	224 62
Monterey.....	4,848 22	4,848 22	.....	.....	1,497 96	396 24	2,608 54
Napa.....	3,799 44	3,799 44	.....	.....	2,391 74	650 44	2,391 84
Nevada.....	15,322 60	13,842 77	1,479 33	.....	1,909 08	1,095 11	3,553 74
Placer.....	10,155 44	10,911 31	755 87	.....	4,613 92	963 04	5,326 38
Plumas.....	1,817 50	1,817 50	.....	.....	182 77	4 31	182 71
Sacramento.....	42,611 96	42,611 96	.....	.....	4,470 19	.....	.....
San Bernardino.....	1,794 05	1,790 50	3 55	.....	156 98	641 29	410 76
San Diego.....	431 12	431 12	.....	.....	398 64	192 50	459 09
San Francisco.....	178,929 47	178,929 47	.....	.....	40,495 98	.....	33,771 19
San Joaquin.....	21,948 10	22,025 15	77 05	.....	761 43	2,991 55	5,912 57
San Luis Obispo.....	705 53	705 53	.....	.....	715 29	128 83	715 29
San Mateo.....	4,542 12	4,542 12	.....	.....	2,531 95	434 02	2,531 95
Santa Barbara.....	1,032 75	1,032 75	.....	.....	328 55	1,844 42	2,519 54
Santa Clara.....	21,956 82	21,956 82	.....	.....	2,143 42	339 86	1,463 33
Santa Cruz.....	4,482 34	5,120 61	638 27	.....	1,639 52	170 15	1,362 08
Shasta.....	3,378 56	3,432 91	54 25	.....	1,421 87	682 49	1,421 47
Sierra.....	7,009 65	7,435 44	425 79	.....	2,153 15	2,153 15	.....
Siskiyou.....	3,777 00	3,689 63	87 37	.....	1,212 01	209 09	1,348 61
Solano.....	8,249 49	1,623 00	6,626 49	.....	575 31	3,374 12	3,617 40
Sonoma.....	16,086 24	16,086 24	.....	.....	1,064 55	.....	4,187 47
Stanislaus.....	3,363 37	3,363 37	.....	.....	673 43	63 60	923 18
Sutter.....	3,458 54	3,626 61	168 07	.....	398 01	131 02	988 00
Tehama.....	3,406 11	3,406 11	.....	.....	170 45	170 45	930 02
Trinity.....	1,842 50	1,842 50	.....	.....	245 75	441 73	981 02
Tulare.....	2,359 75	2,348 90	10 85	.....	229 82	340 11	1,168 82
Tuolumne.....	5,506 28	5,527 78	21 50	.....	1,489 32	135 08	2,591 98
Yolo.....	9,948 15	9,972 29	24 14	.....	1,210 00	795 78	1,221 51
Yuba.....	13,528 04	14,027 71	499 67	.....	8,152 93	6,446 88	8,297 93
Totals.....	\$484,376 83	\$466,542 47	\$14,120 64	\$96,637 97	\$110,418 97	\$41,089 79	\$117,102 48

TABLE 7.

*LIST of County Superintendents in the State of California.*

No	Counties.	Term Expiring March 1st, 1864.	Post Office Address.
1	Alameda.....	B. N. Seymour.....	Alvarado .....
2	Amador.....	Samuel Page.....	Jackson .....
3	Butte .....	S. B. Osbourne .....	Oroville .....
4	Calaveras.....	Robert Thompson.....	Mokelumne Hill..
5	Colusa .....	John C. Addington.....	Colusa .....
6	Contra Costa.....	D. S. Woodruff.....	Contra Costa. ....
7	Del Norte.....	C. N. Hinckley.....	Crescent City.....
8	El Dorado.....	M. A. Lynde .....	Diamond Springs.
9	Fresno.....	H. M. Quigley.....	Visalia .....
10	Humboldt.....	W. L. Jones .....	Humboldt.....
11	Klamath.....	R. P. Hirst .....	Orleans Bar.....
12	Lake.....	W. R. Matthews.....	Lakeport.....
13	Los Angeles.....	John M. Shore.....	Los Angeles.....
14	Marin.....	James Miller.....	San Rafael.....
15	Mariposa.....	J. R. McCreedy.....	Mariposa .....
16	Mendocino.....	E. R. Budd.....	Ukiah .....
17	Merced .....	R. B. Huey.....	Snelling .....
18	Mono .....	C. A. Niles.....	Aurora.....
19	Monterey.....	G. W. Bird .....	Monterey .....
20	Napa.....	A. Higbie.....	Napa .....
21	Nevada.....	J. C. Chittenden....	Nevada.....
22	Placer.....	A. H. Goodrich.....	Forest Hill.....
23	Plumas .....	A. S. Titus .....	Quincy.....
24	Sacramento .....	F. W. Hatch .....	Sacramento .....
25	San Bernardino.....	A. F. McKinney.....	San Bernardino..
26	San Diego.....	George A. Pendleton....	San Diego.....
27	San Francisco.....	George Tait.....	San Francisco.....
28	San Joaquin.....	Cyrus Collins.....	Stockton .....
29	San Luis Obispo.....	Alexander Murray.....	San Luis Obispo..
30	San Mateo.....	W. C. Crook .....	Redwood City.....
31	Santa Barbara.....	R. De la Guerra .....	Santa Barbara....
32	Santa Clara.....	S. S. Wiles .....	San José.....
33	Santa Cruz.....	D. J. Haslam.....	Santa Cruz .....
34	Shasta.....	Grove K. Godfrey. ....	Shasta .....
35	Sierra .....	W. C. Pond.....	Downieville.....
36	Siskiyou.....	T. N. Stone.....	Yreka .....
37	Solano.....	J. W. Hines.....	Vallejo.....
38	Sonoma .....	C. G. Ames.....	Santa Rosa.....
39	Stanislaus.....	A. B. Anderson.....	Knight's Ferry...
40	Sutter.....	J. E. Stevens.....	Yuba City.....
41	Tehama.....	W. H. Bahney.....	Red Bluff.....
42	Trinity .....	F. Walter.....	Weaverville.....

TABLE 7—Continued.

No	Counties.	Term Expiring March 1st, 1864.	Post Office Address.
43	Tulare .....	F. O. Ellis.....	Visalia .....
44	Tuolumne .....	C. S. Pease.....	Big Oak Flat.....
45	Yolo.....	Henry Gaddis.....	Cacheville.....
46	Yuba .....	W. C. Belcher.....	Marysville.....



TABLE 7—Continued.

## LIST of County Superintendents in the State of California.

No.	COUNTIES.	Elect, for two years, from March 1st, 1864, to March 1st, 1866.	Post Office Address.
1	Alameda.....	B. N. Seymour.....	Alvarado.....
2	Amador.....	D. Townsend.....	Volcano.....
3	Butte.....	Isaac Upham.....	Oroville.....
4	Calaveras.....	W. C. Masher.....	Mokelumne Hill..
5	Colusa.....	T. J. Andrus.....	Colusa.....
6	Contra Costa.....	J. T. S. Smith.....	Pacheco.....
7	Del Norte.....	R. J. McLellan.....	Crescent City.....
8	El Dorado.....	S. A. Penwell.....	Placerville.....
9	Fresno.....	S. H. Hill.....	Scottsburg.....
10	Humboldt.....	W. L. Jones.....	Humboldt.....
11	Klamath.....	E. Lee.....	Sawyer's Bar.....
12	Lake.....	Thomas B. Sleeper.....	Upper Lake.....
13	Los Angeles.....	A. B. Chapman.....	Los Angeles.....
14	Marin.....	J. W. Zuver.....	Bloomfield, Sono- ma County.....
15	Mariposa.....	F. C. Lawrence.....	Mariposa.....
16	Mendocino.....	J. L. Broaddus.....	Ukiah.....
17	Merced.....	R. B. Huey.....	Snelling.....
18	Mono.....	.....	.....
19	Monterey.....	E. Earl.....	Monterey.....
20	Napa.....	A. Higbie.....	Napa.....
21	Nevada.....	M. S. Deal.....	Nevada.....
22	Placer.....	A. H. Goodrich.....	Forest Hill.....
23	Plumas.....	M. Hollingsworth.....	Quincy.....
24	Sacramento.....	Sparrow Smith.....	Sacramento.....
25	San Bernardino.....	E. Robbins.....	San Bernardino...
26	San Diego.....	José M. Estudillo.....	San Diego.....
27	San Francisco.....	George Tait.....	San Francisco.....
28	San Joaquin.....	Melvill Cottle.....	Stockton.....
29	San Luis Obispo.....	Alexander Murray.....	San Luis Obispo..
30	San Mateo.....	W. C. Crook.....	Redwood City.....
31	Santa Barbara.....	A. B. Thompson.....	Santa Barbara.....
32	Santa Clara.....	Wesley Tomner.....	San José.....
33	Santa Cruz.....	W. C. Bartlett.....	Santa Cruz.....
34	Shasta.....	John J. Conmey.....	Shasta.....
35	Sierra.....	W. C. Pond.....	Downieville.....
36	Siskiyou.....	Thomas N. Stone.....	Yreka.....
37	Solano.....	G. W. Simonton.....	Green Valley.....
38	Sonoma.....	C. G. Ames.....	Santa Rosa.....
39	Stanislaus.....	George W. Shell.....	Knight's Ferry...
40	Sutter.....	N. Furlong.....	West Butte.....
41	Tehama.....	W. H. Bahney.....	Red Bluff.....

TABLE 7—Continued.

No.	COUNTIES.	Elect, for two years, from March 1st, 1864, to March 1st, 1866.	Post Office Address.
42	Trinity .....	D. E. Gordon.....	Weaverville.....
43	Tulare.....	M. S. Merrill .....	Visalia.....
44	Tuolumne .....	John Graham.....	Columbia.....
45	Yolo.....	Henry Gaddis .....	Cacheville .....
46	Yuba .....	E. Van Muller.....	Marysville ... ..

TABLE 8.

STATEMENT showing the amount of School Money raised by County Tax in each county, for each Child between Four and Eighteen years of age, 1863.

COUNTIES.	Amounts.
San Francisco.....	\$11 90
Trinity .....	5 33
Colusa.....	4 81
Placer .....	4 00
Marin.....	4 00
Alameda.....	3 82
El Dorado.....	3 61
Stanislaus .....	3 47
Merced .....	3 24
Fresno.....	3 23
San Joaquin .....	3 22
Mono.....	3 21
Mendocino .....	3 18
Sacramento.....	2 87
Yuba .....	2 67
Yolo .....	2 56
Nevada .....	2 50
Amador .....	2 44
Tehama .....	2 43
Butte.....	2 13
Monterey.....	2 13
Solano .....	2 05
Mariposa.....	2 04
Siskiyou .....	2 00
Sierra.....	1 98
Contra Costa.....	1 97
Los Angeles .....	1 72
Santa Cruz.....	1 64
Del Norte.....	1 62
Shasta .....	1 60
Sutter.....	1 57
Santa Clara.....	1 53
Humboldt.....	1 48
Tuolumne .....	1 31
Napa .....	1 12
Calaveras.....	1 11
Sonoma .....	1 01
San Diego.....	95
Tulare .....	88
Plumas .....	66
Lake .....	58

TABLE 8—Continued.

COUNTIES.	Amounts.
ta Barbara.....	\$ 54
Bernardino.....	42
Luis Obispo .....	18
math, (not known).....	.....

TABLE 9.

STATEMENT showing the Amount per School Child in each County derived from all sources.

COUNTIES.	Amounts.
San Francisco.....	\$13 52
Sacramento .....	10 66
Trinity .....	9 44
Del Norte.....	9 10
San Joaquin .....	8 11
El Dorado.....	8 08
Stanislaus.....	8 01
Yuba .....	8 00
San Mateo.....	7 95
Colusa .....	7 65
Placer .....	7 63
Nevada.....	7 25
Klamath.....	7 13
Yolo .....	6 81
Alameda.....	6 64
Amador.....	6 51
Marin.....	6 48
Santa Clara .....	5 87
Tehama .....	5 81
Fresno.....	5 78
Merced .....	5 71
Sierra.....	5 64
Butte .....	5 45
Mariposa .....	5 07
Siskiyou .....	5 06
Solano.....	4 91
Sutter .....	4 68
Contra Costa.....	4 49
Sonoma .....	4 45
Napa.....	4 41
Shasta .....	4 40
Monterey .....	4 22
Calaveras.....	4 15
Humboldt.....	4 13
Mono.....	4 07
Santa Cruz.....	3 8
Tuolumne .....	3 72
Los Angeles.....	3 72
Plumas .....	3 70
Tulare.....	3 50
Lake.....	3 49
Mendocino.....	3 15

TABLE 9—Continued.

COUNTIES.	Amounts.
San Diego.....	\$2 93
Santa Barbara .....	2 48
San Bernardino.....	2 41
San Luis Obispo .....	2 15

TABLE 10.

STATEMENT showing the Assessed Valuation of Property in each County in 1862, and the Rate of County School Tax on each Hundred Dollars.

Number.....	COUNTIES.	Assessed valuation of Property in the State—1862....	Rate of County School Tax on each hundred dollars—1862 .....
1	Alameda.....	\$4,100,000 00	\$ 20
2	Amador.....	2,187,708 00	20
3	Butte.....	2,950,551 00	15
4	Calaveras.....	5,248,624 00	10
5	Colusa.....	2,643,809 00	10
6	Contra Costa.....	1,840,000 00	20
7	Del Norte.....	300,435 00	10
8	El Dorado.....	3,862,649 00	25
9	Fresno.....	962,985 00	.....
10	Humboldt.....	1,352,790 00	10
11	Klamath.....	291,645 00	.....
12	Lake.....	313,246 00	15
13	Los Angeles.....	3,065,330 00	23
14	Marin.....	1,817,553 00	20
15	Mariposa.....	1,536,330 00	10
16	Mendocino.....	1,165,502 00	.....
17	Merced.....	966,221 00	20
18	Monterey.....	1,297,442 00	25
19	Mono.....	310,896 00	.....
20	Napa.....	2,937,760 00	10
21	Nevada.....	5,055,370 00	20
22	Placer.....	3,225,248 00	20
23	Plumas.....	1,070,000 00	5
24	Sacramento.....	8,820,018 00	20
25	San Bernardino.....	417,238 00	.....
26	San Diego..	471,806 00	.....
27	San Francisco.....	66,531,207 00	35
28	San Joaquin.....	4,670,194 00	22
29	San Luis Obispo.....	512,742 00	05
30	San Mateo.....	2,165,366 00	15
31	Santa Barbara.....	819,405 00	.....
32	Santa Clara.....	6,038,375 00	10
33	Santa Cruz.....	1,086,918 00	25
	Carried forward.....	\$140,635,343 00	

TABLE 10—Continued.

Number.....	COUNTIES.	Assessed valuation of Prop- erty in the State—1862...	Rate of County School Tax on each hundred dollars— 1862. ....
	Brought forward .....	\$140,635,343 00	....
34	Shasta.....	1,364,998 00	....
35	Sierra.....	1,159,205 00	\$ 10
36	Siskiyou.....	1,653,000 00	10
37	Solano.....	3,601,171 00	15
38	Sonoma.....	3,390,677 00	10
39	Stanislaus.....	768,058 00	25
40	Sutter.....	1,946,076 00	10
41	Tehama.....	2,013,749 00	6
42	Trinity.....	1,166,414 00	25
43	Tulare.....	1,266,488 00	10
44	Tuolumne.....	2,742,450 00	10
45	Yolo.....	2,322,975 00	15
46	Yuba.....	5,022,424 00	10
	Total valuation .....	\$169,053,028 00	



TABLE 11.

STATEMENT showing the amount which would be raised in each County by a Half-Mill School Tax, and the amount to such Tax which each County would receive back.

Number.....	COUNTIES.	Assessed Valuation of Taxable Property in the State, 1862...	Amount which would be raised by a Half-Mill School Tax, without deduction for delinquent taxes.....	Amount which would be apportioned to each County on the basis of one dollar to each child, according to the School Census of 1863 .....
1	Alameda.....	\$4,100,000 00	\$2,050 00	\$2,143 00
2	Amador.....	2,187,708 00	1,093 00	1,875 00
3	Butte.....	2,950,551 00	1,475 00	1,722 00
4	Calaveras.....	5,248,624 00	2,624 00	2,281 00
5	Colusa.....	2,643,809 00	1,321 00	494 00
6	Contra Costa.....	1,840,000 00	920 00	1,607 00
7	Del Norte.....	300,435 00	150 00	152 00
8	El Dorado.....	3,862,649 00	1,931 00	2,879 00
9	Fresno.....	962,985 00	481 00	32 00
10	Humboldt.....	1,352,790 00	676 00	700 00
11	Klamath.....	291,645 00	145 00	81 00
12	Lake.....	313,246 00	156 00	325 00
13	Los Angeles.....	3,065,330 00	1,532 00	2,373 00
14	Marin.....	1,817,553 00	908 00	725 00
15	Mariposa.....	1,536,330 00	768 00	858 00
16	Mendocino.....	1,165,502 00	582 00	848 00
17	Merced.....	966,221 00	483 00	276 00
18	Monterey.....	1,297,422 00	648 00	1,599 00
19	Mono.....	310,896 00	155 00	109 00
20	Napa.....	2,937,760 00	1,468 00	1,250 00
21	Nevada.....	5,055,370 00	2,527 00	2,225 00
22	Placer.....	3,225,248 00	1,612 00	1,940 00
23	Plumas.....	1,070,000 00	535 00	514 00
24	Sacramento.....	8,820,018 00	4,410 00	4,510 00
25	San Bernardino.....	417,238 00	258 00	1,072 00
26	San Diego.....	471,806 00	235 00	348 00
27	San Francisco.....	66,531,207 00	33,265 00	16,228 00
28	San Joaquin.....	4,670,194 00	2,335 00	3,156 00
29	San Luis Obispo.....	512,742 00	256 00	732 00
30	San Mateo.....	2,165,336 00	1,082 00	835 00
	Carried forward.....	\$132,670,545 00	\$66,351 00	\$53,890 00

TABLE 11—Continued.

Number.....	COUNTIES.	Assessed Valuation of Taxable Property in the State, 1862...	Amount which would be raised by a Half-Mill School Tax, without deduction for delin- quent taxes.....	Amount which would be appor- tioned to each County on the basis of one dollar to each child, according to the School census of 1863. ....
	Brought forward.....	\$132,670,545 00	\$66,351 00	\$53,890 00
31	Santa Barbara.....	819,405 00	409 00	1,828 00
32	Santa Clara.....	6,038,375 00	3,019 00	4,043 00
33	Santa Cruz.....	1,086,918 00	543 00	1,600 00
34	Shasta.....	1,364,998 00	682 00	934 00
35	Sierra.....	1,159,205 00	579 00	1,032 00
36	Siskiyou.....	1,653,000 00	826 00	788 00
37	Solano.....	3,601,171 00	1,800 00	2,263 00
38	Sonoma.....	3,390,677 00	1,695 00	3,847 00
39	Stanislaus.....	768,058 00	384 00	496 00
40	Sutter.....	1,946,076 00	973 00	894 00
41	Tehama.....	2,013,749 00	1,006 00	571 00
42	Trinity.....	1,166,414 00	583 00	268 00
43	Tulare.....	1,266,488 00	633 00	836 00
44	Tuolumne.....	2,742,450 00	1,371 00	1,842 00
45	Yolo.....	2,322,975 00	1,161 00	1,520 00
46	Yuba.....	5,022,424 00	2,511 00	1,903 00
	Totals.....	\$169,053,028 00	\$84,526 00	\$78,055 00



# APPENDIX

## APPENDIX.

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### EXTRACTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

No.	County.	Name.
1	Amador County.....	Samuel Page.....Superintendent.
2	Sacramento County.....	Dr. F. W. Hatch.....Superintendent.
3	Calaveras County.....	Robert Thompson.....Superintendent.
4	Yolo County.....	Henry Gaddis.....Superintendent.
5	Nevada County.....	J. A. Chittenden.....Superintendent.
6	Napa County.....	A. Higbie.....Superintendent.
7	Marin County.....	James Miller.....Superintendent.
8	Siskiyou County.....	Thomas N. Stone.....Superintendent.
9	Shasta County.....	Grove K. Godfrey.....Superintendent.
10	Alameda County.....	B. N. Seymour.....Superintendent.
11	Merced County.....	R. B. Huey.....Superintendent.
12	Butte County.....	S. B. Osbourne.....Superintendent.
13	Report of State Normal School	

# EXTRACTS

FROM

## REPORTS OF COUNTY SUPERINTENDENTS.

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### AMADOR COUNTY.

SAMUEL PAGE .....County Superintendent.

We find by looking over the Teachers' and Trustees' reports, that our average School term this year would have been longer than the last if the School year had not been shortened. The attendance is better; more interest is manifested in furnishing School-rooms with apparatus, and in building new School-houses. Much, however, is needed in fencing and improving playgrounds. The revision of the School Law has remedied many defects.

We have tried, as far as practicable, to comply with the recommendation of the State Board of Education in regard to text books. In many districts the new books are used with satisfaction, but others wish to be excused until the desired change can be more conveniently made.

### STATE TAX.

The anticipated State Tax for School purposes we commend. The only objection we have heard is, that it is not enough. The Trustees of one district write as follows: "We are in favor of the contemplated appropriation for School purposes, but it should be two mills, instead of half a mill. Our School system can never become what it should be, until it is made self-sustaining by taxation that will reach the purse of every person who receives the protection of our Government. At least ten per cent of foreign miners' tax should go into the School Fund. We would earnestly request the State Superintendent to visit our county, and deliver half a dozen lectures at different places, where the least interest is manifested. Such a course would, in my opinion, awaken an interest that would otherwise lie dormant for years to come, and would be of great advantage to the rising generation."

## BASIS OF APPORTIONMENT.

The present one is preferable, and more just, than the one founded on the percentage of attendance. If the Schools were free, there would be more justice in it; in either case, we consider the present system better. Important changes in any law should not be made unless great benefit is to result.

## TRUSTEES—HOW THEY PERFORM THEIR DUTIES, ETC.

Trustees have done well. Many of our School officers have exemplified praiseworthy conduct in advancing the interest of the Schools under their supervision. All the districts, except one, have organized under the new law. From the knowledge we have of those elected, we have reason to believe that they will keep a correct record of their transactions, and that they will be the means of raising our Schools to a high standard of excellence.

## TEACHERS.

Our Teachers, as a general thing, are doing a good work. We have been well pleased, when visiting their Schools, to find such good order and so much interest manifested by the pupils in their studies, and the Teachers absorbed in the welfare of those under their charge. I need not say these Schools prosper. If *all* were like some which we have witnessed, the masses would cling to them as the earth clings to its centre, and its beneficence would permeate every avenue of life.

## SCHOOL-HOUSES.

Two School-houses have been built, and one completed from last year. Much credit is due the Trustees and others of Fiddletown District for their indomitable energy and perseverance in prosecuting the work to completion, of building and furnishing one of the best School-houses in the county, the furniture of which will compare favorably with any in the School-rooms of the metropolis.

## APPARATUS.

You will see that we have quite an increase in the expenditure for this necessary appliance in the School room.

## LIBRARIES.

In a few Districts a nucleus is formed.

## TOTAL EXPENDITURES FOR SCHOOL PURPOSES.

Exceeds that of last year by about one thousand and six hundred dollars, (\$1,600,) besides leaving a balance in the Treasury of fifteen hundred and eleven dollars and twenty-two cents, (\$1,511 22.) This speaks well for our citizens. With the present amount on hand and the existing County tax, we have a prospect ahead of an average term of *eight months* for the School year of eighteen hundred and sixty-four.

## MINERALOGICAL CABINET.

We believe in the formation of one in every district where there would be a sufficient interest felt to keep it in good order; and it should be encouraged by the State. Its credit could not be used to better advantage, under proper restrictions, for this is, and is likely to remain, one of our greatest interests.

## GENERAL REMARKS.

We have given you a partial outline of our progress in School affairs. We think it quite encouraging; yet we have much to do to come up to a proper standard. We must have ornamental playgrounds, and School-rooms made attractive to pupil and patron. To bring this about, we must have more Teachers who are *educated* to teach. We must place in the School-room something for them to work with, to change the monotony, and present knowledge in attractive forms so as to make its acquirement pleasurable. Then there will be a probability that education shall not cease when Schooldays end. The most important of the new practices that have grown up during the decline of old ones, is the systematic culture of the powers of observation. Our conceptions must be erroneous, our inferences fallacious, and our operations unsuccessful, without an accurate acquaintance with the visible and tangible properties of things. The method of Nature is the archetype of all methods. The system of object lessons shows this. The leaving of generalizations until there are particulars to base them on, the disuse of rule teaching, and the adoption of teaching by principle, show this. The rudimentary facts of exact sciences should be learnt by direct intuition, by employing the ball frame for the first lessons in arithmetic, and of the actual yard and foot, pound and ounce, gallon and quart; and let the discovery of their relationship be experimental, instead of the present practice of learning the tables. Manifestly, a common trait of these methods is, that they would carry each child's mind through a process like that which the mind of humanity at large has gone through. The truths of number, of form, of relationship in position, were all originally drawn from objects, and to present these truths to the child in the concrete, is to let him learn as the race learnt them. Abstractions have no meaning for him, until he finds that they are but simple statements of what he intuitively discerns.

We do not believe the child must be driven to its task, nor do we believe the child will, at all times, be inclined to wisdom's ways, even if it has been instructed in the most approved manner. The truth is, harshness begets harshness, and gentleness begets gentleness; children who are unsympathetically treated, become relatively unsympathetic. It is with family or School government as with political: a harsh despotism itself generates a great part of the crimes it has to repress; while, conversely, a mild and liberal rule not only avoids many causes of dissension, but so ameliorates the tone of feeling, as to diminish the tendency to transgression.

The babe commences its education, even as soon as its eye beholds surrounding objects, and its tiny hand can grasp the coral. Gesture, motion, and sound, are soon copied. Now is the time the child should receive its proper training. Then, with Teachers educated to teach, we shall have more interesting Schools. The State has commenced right in giving life to its Normal School. Let her appropriate with a bountiful



hand. In every School-room a Mineralogical Cabinet should be encouraged. We believe this would aid materially the system foreshadowed in these few lines. The child is dependent on its mother for a period; after this must have its food administered; must, after it has learned to feed itself, continue to have bread, clothing, and shelter provided, and does not acquire the power of complete self-support until he is in his "teens." Now, this law applies to the mind as to the body. For mental sustenance, also, the child is dependent on adult aid. The babe is as powerless to get material on which to exercise its perceptions, as it is to get supplies for its stomach; unable to prepare its own food, it is in like manner unable to reduce many kinds of knowledge to a fit form for assimilation.

It is the chief function of the parent to see that the conditions requisite to mental and corporeal growth are maintained. Just as food, clothing, and shelter are given for the body, so should the proper aliment be given to the mind, in the form of sounds for imitation, objects for examination, books for reading, and problems for solution. If these should be presented in an acceptable manner, an approximation to the desired end will be attained.

"To prepare the young for the duties of life is tacitly admitted by all to be the end which parents and Teachers should have in view."

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## SACRAMENTO COUNTY.

F. W. HATCH.....County Superintendent.

In reviewing the past, there is every reason for congratulation and satisfaction. The progress of the system has been steadily onward, and, though many of its features need improvement, and a lack of true, stirring, and effective energy has been sometimes exhibited in a few localities, I believe it may be truly said, that in practical utility, in the zeal of those immediately engaged in the work, in the fidelity and fitness of the Teachers, as well as in real, permanent advancement, amid so many trying and adverse circumstances, our Schools may compare favorably with those of other sections.

The returns submitted are as complete as they can be obtained. The census has been thorough, embracing every district; the Teachers have generally complied with the law by transmitting their reports, and only a few of the Trustees have neglected to send in their usual statement of the condition of the Schools. Wherever this duty has been neglected, I am confident that it has arisen from a misunderstanding of the law, rather than a wilful omission of duty. The change in the School year, breaking in upon an old established custom, might well be expected to produce some confusion.

This has also had the effect of somewhat shortening the School term. It will be observed that two of the districts have failed to maintain their Schools a full term of three months, the close of the year two months earlier than usual having deprived them of the advantages they might have had under the old law. These Schools are now in progress, and will have completed the requisite number of months before the anticipated expiration of the year.

The census returns are interesting, and could well furnish a subject for critical analysis. They exhibit a small increase of the juvenile population over previous years, notwithstanding the supposed reduction of the general population as the result of emigration to Nevada Territory. They cannot, however, be made a reliable basis for an estimate of the total white inhabitants, inasmuch as the ratio of children under twenty-one years of age to the entire population is, as yet, much less than in old and long settled communities. This ratio, for different countries, has been estimated at about forty-two per cent, or forty-two thousand four hundred and sixty-three in each one hundred thousand. A similar basis of calculation would give the City of Sacramento but about seven thousand five hundred inhabitants, and the whole county but fifteen thousand nine hundred, in round numbers; or San Francisco County, according to the last census, but about fifty-four thousand six hundred. If this were correct, at least five and six-tenths of the entire population of Sacramento County must have their names enrolled upon the School registers. The comparative excess of adults in proportion to the whole in this State leaves us no data upon which to base an estimate from this source.

We learn from these returns, that there are seven hundred and twenty-five children in the county between six and eighteen years of age, and six hundred and twelve between four and six years, who have been connected with no School, public or private; and of these, six hundred and thirty-two are resident in the country districts. Such a proportion is entirely inexcusable, and exhibits an apparent indifference to the subject of education entirely unworthy of an intelligent community. The fact that twenty-nine per cent of the juvenile population between four and eighteen years of age should have neglected to avail themselves of the advantages so liberally furnished, is a sad commentary upon the appreciation in which these beneficent institutions are held.

So far as concerns the six hundred and twelve children between four and six years of age, it is well enough—far better, in my judgment, than that they should have been confined in the School-room. The youth of the country would be benefited if the practice were generally followed. They need freedom from restraint, exercise—that kind of physical and mental exercise which is to be obtained out-of-doors, and which the School-room can never furnish. But, setting these aside, we still have not far from sixteen per cent shut out from a participation in the benefits which legitimately belong to them, and which it is the duty of some one to see that each of them enjoys. Such a statement seems strange in a land where the system of Common Schools has so long prevailed, and in a community unsurpassed in practical intelligence and energy.

We may derive some satisfaction, however, from the fact that the year just closed exhibits a very decided increase in School attendance over the past. While the census places the total increase of children between the ages of four and eighteen at ninety-five, the number attending School has been in excess of last year by four hundred and fifty-three. I trust that the next report from Sacramento County will "speak yet better things."

Nor is it only in the enrolment of pupils upon the School registers that our progress is indicated. In the average attendance—one of the best evidences of success, as well as of a general interest in the subject—and in the private expenditures for School purposes, we have stronger and more gratifying assurances.

Last year, the number of pupils in daily attendance was reported to have been fourteen hundred and ninety-eight; this year it has been fifteen hundred and twenty-seven, and the average number belonging to

the Schools, eighteen hundred and fifty-eight. The average duration of the forty-three country Schools for the ten months included in the report is shown to have been six months and five days. Eighteen were maintained six months, or more than six, and eleven for eight months or more. Last year, for twelve months, the average duration was six months and eleven days, for the forty-two Schools.

In eighteen hundred and sixty-two, the amount expended in the country districts alone, from private sources, for the support of Schools, was four thousand and fifteen dollars and eighty-five cents (\$4,015 85); the present report swells the amount to six thousand one hundred and six dollars and sixty-nine cents (\$6,106 69). If we add to this the expenditures from city tax, it amounts to eighteen thousand nine hundred and fifty-six dollars and fourteen cents (\$18,956 14.)

It will be noticed that one of the districts has given a practical illustration of the advantage of the law for a district tax. In Folsom, nearly three thousand dollars were raised for School purposes, and a building erected, which for neatness and convenience, as well as durability, has no superior in the county. Three other districts are either now collecting taxes under the law, or are making preparations to do so, and their example will, doubtless, be followed by several more.

Aside from these evidences of improvement, we have another, not less genuine, in the character of the Teachers employed, and the decreased number of changes which have been made. There seems to have been a greater degree of stability manifested, a disposition to retain a Teacher once tried and proven to be good, a growing conviction of the evil attendant upon the old practice of engaging a new Teacher for every term of School, and especially of the habit, once so prevalent, of picking up strangers in search of Schools, where others, equally good, or better, were to be had, familiar with our system, and whose efficiency had long been tested in the county. Of the Teachers now engaged, or who have been occupied in teaching in this county during the past year, twenty-six have been resident here and actively employed for two years or more, and fourteen for more than three years. They have all passed the ordeal of an examination before the County Board, and have given ample evidence, in the School room, of their practical acquaintance with the business. The habit of frequent changes of Teachers, I regard as most pernicious. It is discouraging to the individuals themselves, and strikes a fatal blow at the pleasant and successful conduct of the Schools. I wish it could be said that each of the Teachers enumerated above had been all the while engaged in a single School. Such is, by no means, the case. In one School, the term being eight months, three Teachers were employed; in another, for four and one half months tuition, there were three Teachers; and in eight other districts, for School terms varying from eight and one half to three and one sixth months, each had two Teachers. In most cases, there was no valid necessity for a change. It was simply the result of a restless spirit of dissatisfaction, a capricious dislike or distrust which would have equally exhibited itself if the incumbent had been the most thorough scholar, the most accomplished and diligent instructor, and the most unexceptionable, morally, and intellectually, to be found in the State.

While this disposition prevails, our Schools cannot flourish. The best Teacher will fail unless he feels that he has the confidence of those around him, and loses all motive to exertion when he is in hourly expectation of a "notice to leave."

Bad as this condition of things is now, it has been worse, and we may take courage in the anticipation of a gradual amendment.

One of the great evils existing among us in the past, has been the call for *cheap* Teachers. It arose, not from a want of appreciation of the good, but from an inability to procure them—a pecuniary limitation. Yet even this seems to be gradually on the decline, and a disposition has been manifested to procure the best which the limited resources at the disposal of our districts will permit. These resources are, however, vastly inadequate to the necessities of the Schools. They afford some slight encouragement for individual action and exertion, and that is all. They are entirely insufficient for the substantial and reasonable recompense of a faithful and diligent Teacher. In the present condition of the districts, it is, in many cases, impossible for private liberality to supply the deficiency; hence, the salaries of Teachers are entirely too small—totally incommensurate with the responsibilities and onerous duties of their positions. So long as thirty, forty, or forty-five dollars—which is generally the extent of the salaries paid here, excluding board—are the limits allowed by the Trustees for the services of a Teacher, we cannot expect to procure the best talent. The market price for knowledge and experience is higher in other pursuits—the wear and tear of muscle will bring as much—and the educated man, capable of filling positions of responsibility, and of acquitting himself honorably in more remunerative callings, will not often consign himself to the less profitable and more laborious business of teaching. The consequence is, that among the applicants for positions in our Public Schools, we seldom find the possessors of that higher kind of talent, of that superior ability as scholars and Teachers, on which we must rely to build up among us a really useful and excellent School system. The success of our Schools depends mainly upon the Teachers engaged; and, unless we pay more than some sections are now able to do, we cannot expect to obtain the best.

We want, too, better School-houses. Comparatively few of our districts are suitably provided for in this respect. They have School-houses, it is true—four walls and a roof—but they are inadequate in size, rude in construction, inappropriate in their arrangements, and, with only one or two exceptions, poorly supplied with the proper kind of desks and seats. Such temporary accommodations might have been well enough in the incipency of our Schools—well enough to begin with—but are entirely unsuited for a system which is designed to be permanent, and whose blessings, it is hoped, may be extended to the latest generations. No one can feel more sensible of these defects, in many cases, than the Trustees and people themselves. They are, as yet, without a remedy. Compelled to tax themselves to the utmost of their ability to support the School, to pay the Teacher, they cannot endure the additional weight of a tax for a new house.

The remedy for these evils is in an increased fund for the maintenance of Schools. Give them more money to pay the Teachers, and they will have more to spare out of individual resources to build houses, and adorn them with all the conveniences and comforts which modern art and ingenuity have contrived. Relieve them from the rate bills, and they will cheerfully provide, by a district tax, everything conducive to the well-being of their children.

For relief in our present difficulties, I look to the result of the petition

now being circulated, asking the imposition of a half mill tax for the support of Schools. If by this means seventy-five thousand dollars (\$75,000) can be raised annually, and placed to the credit of the Schools, it will go far towards establishing them upon a substantial basis, and redeeming the State from the reproach of having failed suitably to provide for a perfectly free system of public education. I believe that the appeal now made to the people in this behalf will be liberally responded to. I am sure that the object will meet their fullest approbation, and that their voice will be heard in the halls of legislation with a decision which will not fail of the attainment of a result so desirable. Until some such step is taken, the system must languish, or, at the best, struggle on, harrassed by poverty and impeded by obstacles which it has proven itself hitherto unable completely to overcome. A tax of this kind will render the burden of supporting the Schools light and equable. By the common system of rate bills it falls upon a few, and these not always the most able to bear it. It is right that the whole property of the State should be made to educate the youth of the State, and that those who have no families of their own to share its direct advantages should pay for the indirect benefits which they and all derive from the diffusion of intelligence and the propagation of those pure germs of virtue which it is equally the office of the Free School system to disseminate. This plan has been found to succeed eminently in other States. In Ohio the tax is one and one half mills; and even in Kansas it is one mill. There is no reason why it should not be tried here.

The report herewith submitted is made up, as before intimated, from the best sources of information in my possession. It is required to embrace the year commencing September first, eighteen hundred and sixty-two, and ending August thirty-first, eighteen hundred and sixty-three. The change in the law, however, has so interrupted the regular order to which our Trustees have been accustomed, that most of the reports received have dated from October thirty-first, eighteen hundred and sixty-two—the time of the last annual returns. I have, consequently, been compelled to make my own to correspond. This is excusable, inasmuch as no records have been kept by a large majority of the Trustees, and the newly elected officers have had no data from which to compile a complete statement of facts from September, eighteen hundred and sixty-two, to the present time. It will be easy, another year, to give a more perfect and accurate report. In this connection, it is well to mention a few defects in the law on this subject:

The School Law requires the County Superintendent to make his report "on or before the fifteenth day of September" in each year, and the Trustees are permitted to delay an important portion of theirs until the same date. The consequence will always be, that the latter will be delayed until the longest time allowed. As the report of the Superintendent is to be made up, to a great extent, from those of the Trustees, the inconvenience likely to arise can be readily seen. It will always be just as easy for the Trustees to complete their reports by the third or fifth of September as at a later date. The Marshal has made his returns by the first of August; the Teacher completes his term on the thirty-first of the same month; the School year expires on that date, and a new organization of the Board of Trustees takes place on the first Saturday thereafter. The reports of the old year should be made up by the Trustees of the same year, or, if deemed better, can as well be prepared by the new Board, as two of them are supposed to be familiar with *the affairs* of the district. In either case, they could be placed in the

hands of the County Superintendent in time to enable him to examine and compile the statistics they contain. The law, as it now stands, is indefinite, inasmuch as while it allows the Trustees until the fifteenth of September for their financial statement, it requires them to forward an abstract of the Census returns, of the Teachers' report, and much other information, "on or before the tenth of September." Is it intended that they shall make two reports? As the labor imposed upon the County Superintendent, in filling up accurately all the columns and items of his report, is somewhat arduous, requiring no small amount of labor for its completion, an amendment to the law, correcting these inconsistencies, and fixing an earlier date for the reports of the Trustees, would, doubtless, be generally acceptable. I am sure that no County Superintendent, after having tested the exact facility with which his own report can be prepared, will find fault with the law, or consider it a serious reflection upon his industry and skill in compilation, for distrusting his ability to examine, compare, and arrange the multitudinous items embraced in the various reports from which his own is to be made, in a single day.

But this is not the only inconvenience. An experience of six years has taught me that whatever date may be fixed for the reports of the Trustees, they will, in at least a large majority of instances, be behind-hand. The earlier, therefore, the better. If required to be made on the fifth of September, they will probably be on hand by the tenth; thus giving the County Superintendent five days for the compilation of his own report. I can speak the more earnestly and freely upon this subject, as I am not personally interested, this being probably the last report which it will be my duty to make. Having tested the inconvenience myself, I can the more urgently recommend the adoption of a better plan for my successor.

While on the School Law, I wish to speak of one habit prevalent with some Trustees, of permitting Teachers to commence a School term without having first obtained the requisite certificate of qualification, relying upon their ability to pass an examination at some future time. The amendment to the School Law authorizing the County Superintendent to grant a temporary certificate for such as desire to commence their duties in the interim of the sessions of the Board of Examination, entirely obviates the necessity of such a procedure, and leaves it without excuse. Yet it is still practiced to a small extent, on the plea of inability to visit the city, want of time, or some other equally frivolous reason. Even though the County Superintendent should refuse to allow for the time thus occupied in teaching, which he should do, the fact of a Teacher being already engaged in a School, places the Board of Examination in a position of some embarrassment when, as has happened, the applicant fails to respond to the standard demanded. It compels, from motives which can be readily understood, a greater leniency on the part of the Board than is consistent with exact justice. A proper correction of the evil would be a positive legal prohibition against the allowance of salary for the time taught previous to the reception of certificate of qualification, temporary or permanent. This is now the fair construction of the law, yet it is indirect. I have felt it my duty in one instance recently, to decline drawing a warrant upon the order of the Trustees for a term of nearly three months, taught without the authority of any certificate.

Another habit which requires correction, is that of the appointment of Teachers holding Primary certificates to Schools of a higher grade. It is true that few of our country Schools are rigidly graded, yet the status of a School at a given time can very well be determined by the gener

character it has previously maintained, the classification of the pupils, and the branches of study commonly taught. I hold it to be good philosophy to suppose a Teacher to be incapable of teaching grammar and the higher branches of arithmetic, when he has demonstrated his inability to pass an examination upon these branches. Such, at least, is the basis of all our examinations, and of the grades established. To ignore the grade of our certificates, and to consider them as passports to any School, without regard to the branches to be taught, would be to nullify their validity, and bring the whole system into ridicule.

I think it would be proper, as a means of avoiding misunderstanding and of correcting abuses, to state distinctly that a certificate of any one grade shall not be considered valid for a School usually recognized as belonging to a higher.

I have alluded thus far mainly to the country Schools, as being more immediately under my supervision. To the city Schools more than a passing notice is due. In their general management and in the proficiency of the Teachers they have never been better than at the present time. The number of pupils in daily attendance during the year has been six hundred and eighty-four, and the percentage of attendance eighty-four. The duration of the Schools was eight months and twenty-seven days.

The Superintendent reports eleven Schools in successful progress, requiring the services of twenty-two Teachers and Assistants. The highest salary allowed is for the High School—one hundred and twenty-five dollars (\$125) per month; the lowest, thirty dollars (\$30) for the Assistants in the Schools of lower grades.

Financially the School Department was never in so good a condition. By prudent management it has been relieved of the pressure of a heavy indebtedness, and has been brought, substantially, to a cash basis.

At the last general election a special tax for School purposes was decided upon with a unanimity which attested the interest of the people in this important subject. It is believed that it will very materially facilitate the prosperous working of the system. Probably some four thousand five hundred dollars (\$4,500) will be raised this year for the purpose, and hereafter an amount sufficient for the successful management of the Schools.

The city has, within a few weeks, been unfortunate in the loss of one of its most convenient frame buildings by the act of an incendiary; and only a few days since the School-house for colored children was similarly destroyed. The latter, though not the property of the city, was well adapted to the purposes to which it was applied. The School was maintained under the direction of the City Board of Directors. The number of children of this class reported as belonging is forty-three.

For the present prosperous condition of the City Schools amid so many unforeseen difficulties the Board of Directors deserve much credit.

The following brief summary of a few of the statistics of the year, having reference both to the city and county, may not be without interest:

*ABSTRACT of Census and Trustees' Report, 1863.*

Total Expenditures .....			\$46,272 88
Other Expenses.....			\$4,216 04
Expended for Sites, Buildings, etc...			\$11,387 03
Paid for Teachers' Salaries.....			\$26,081 40
Received from all sources.....			\$46,272 88
Subscription and Rate Bills.....			\$9,266 69
District Taxes.....			\$18,066 14
County Fund.....			\$12,049 30
State Fund.....			\$8,110 76
Valuation of School-houses and Furniture.....			\$37,074 56
Average salary for thirty seven Country Schools.....			\$66 35
Average duration of forty-three Country Schools—10 months.	Days.....	5	
	Months.....	6	
Percentage of attendance—average...			.81
Average daily attendance.....			1,827
Average belonging to Schools.....			1,858
Between 6 and 18 years, attending Public Schools.....		725	
Attending Private Schools.....		428	
All ages, born in California.....		3,773	
Children between 4 and 18 years.....		4,510	



## CALAVERAS COUNTY.

ROBERT THOMPSON, .....County Superintendent.

For the fourth time I am called upon to make an annual report, as County Superintendent of Public Schools in Calaveras County.

It has given me much pleasure to serve as Superintendent, and I shall ever look back upon my labors as among the most useful and pleasant of my life.

As the ripple that surrounds the pebble thrown upon the water continues to enlarge, so every good impulse given to educational matters will continue to spread for all coming time, and he who gives that impulse can reasonably hope that his influence will outlive himself. We have a dread of being forgotten, but we must ever keep in mind that if we are remembered by those who come after us, it will be only in connection with the good we accomplish and the principles we advocate; correct principles are imperishable, and although they may be disbelieved for a time, they are certain, in the end, to gain the ascendancy and govern mankind.

The conquest of the sword may for a time be potent, but it is transient, while the conquest of correct principles is as enduring as mankind.

We live in an age of progress. The arts of war and peace are progressing together. War, though an evil, will come, until mankind is so thoroughly educated, that his intellect will perceive and his moral power cause him to obey the spirit of that rule given by Christ from the Mount, "Whatsoever ye would that men should do to you, do ye even so to them." The means by which this rule is to gain power is not to be expected so much from the pulpit as from the School-room. Both must act together, but the School-room will have the greater influence. The one acts five days in seven, and the other only one. The Teachers should exert a much stronger influence than the clergy, even in morals. The progress being made in matters pertaining to education is fast producing this result. The *earnest* workers for the cause of education sometimes get discouraged, but without reason. The last thirty years has shown more progress than any hundred before it, and the end is not yet. There is great reason to hope that the next thirty will show as much progress, if not more, than the last. Like developing a child's intellect, it is the work of time and patient labor, and the lovers of human progress are diligently to sow the good seed, remembering that in due time it will spring up and bear fruit.

Educators should look well to the introduction of a systematic course of moral training in our Schools. This at present is too much neglected. Our youth are better mentally than morally trained in our Schools at the present day, and we should labor to introduce some general exercises in which the great moral principles essential to usefulness in life should be frequently brought to mind and thereby firmly fixed. A single allusion to these great moral principles may do some good, but it is the frequent interviews that leave an indelible impression. Like reading a good book, a moral lesson leaves its mark, but if followed by another, and still another, like a succession of good books, it forms and moulds the young mind while in its plastic state, and if so kept until age solidifies and fixes it, it will be likely to remain so through life. The youth that is governed by good moral principles until he leaves School at twenty-one, will *generally* continue to be for life. This healthy moral tone is not given

by any one great effort, but by daily bringing around the child a moral atmosphere in which shall float moral precepts, potent, though unseen. This is the work of years, and it will not do to depend on an occasional effort. Systematic training should be introduced. Each day should have its moral as well as its intellectual lessons. Mental training gives power, but simply intellectual culture does not give moral worth. We have a moral and an intellectual field before us, and although the cultivation of one may aid the cultivation of the other, still they are separate fields. Both must be cultivated or our youth will not be fitted for usefulness in life.

Some of our Teachers look well to the moral as well as mental culture of their pupils, but large numbers neglect the moral culture almost entirely, and seem to think that it belongs to the Church and Sabbath School entirely.

We are making rapid progress in education matters. Compared with the age of our State, we have not been excelled. Still there is a great work to be done, and the friends of education must not falter. Rate bills are to be done away by raising a property tax large enough to support the Schools generally. School Libraries are to be placed in each School-house, containing books for reference. The standard of Teachers' qualifications is to be raised, and also their wages, that there will be an inducement to make teaching a permanent profession instead of a mere makeshift until something better turns up. Teachers' Institutes are to be established and well attended in the different counties of the State. Educational periodicals are to be more generally disseminated, and a better system of moral training introduced into our Schools. These, and many other matters, require the attention of the friends of education in our State, until these changes are brought about, and our Schools are what they should be—as good as any in the world. We have much to encourage us every year. More competent parties are becoming interested and taking charge of our Schools. One improvement after another is being made, and the time is not far distant when our Schools will compare favorably with those of the older States.

I have removed for a time from Calaveras county, and on closing my labors as Superintendent, I am pleased to be able to say that for the last four years I have had the hearty co-operation of Teachers, parents, and the friends of education. I leave the county and the position of Superintendent with many regrets, and I shall ever remember the many friends I leave behind with pleasure.

I leave, as Superintendent, an able and faithful successor, whose years of experience will render him of great value to the Schools of the county, and enable him to more than fill my place.

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## YOLO COUNTY.

HENRY GADDIS.....County Superintendent.

The State of California, in providing for a system of public instruction, has wisely adopted the principle so long recognized by some of her elder sisters, that the property of the State shall educate the children of the State; yet, up to the present time, adequate measures have not been

adopted to carry this principle into full operation. It is the right of our youth to be educated by the State, as it is the right of the State to be protected by her children. Money is said to be the sinews of war, and it is no less so of Schools. No tax is more cheerfully paid into the Treasury than the School tax, and of none is the use made by the stewards of the public more satisfactory to them. I have conversed with many tax payers in this county upon this subject, and am well convinced that a large majority of them are in favor of the small State tax sought to be levied; for after we have exhausted all the means that the present law places within our reach, the consummation so much to be desired, *Free Schools*, will be almost as much an incidental matter as before. On the present basis of apportionment, a yearly revenue of at least twelve thousand dollars, (\$12,000,) or nearly double that of the past year, would be required to give even our village districts a fair endowment, or to make one fourth of the Schools of the county *free*, in the proper sense of the term.

I do not think that a change from the present system of apportionment to that of "Attendance," would produce any very beneficial result. It does seem, however, that a vigorous effort made by a popular and energetic Teacher in a sparsely settled district, should receive a corresponding encouragement, but in such case the duration of the School term should be combined with the "Attendance," and this would make the disparity of apportionment much greater in some cases than that which now exists. Such a change would, I am afraid, operate injuriously to the poorer districts, where money is most needed.

Several important and salutary amendments have been incorporated in the Revised School Law; those which provide for the collection of a rate bill by a summary process, and for the payment of Teachers when acting as members of the County Board of Examination, were imperatively demanded as acts of mere justice.

The School in Cacheville has already been furnished with the text books prescribed by the Board of Education, and most of the others have substituted them in place of the old books as soon as new ones have been required. I have heard little complaint with regard to the quality of the new series of books, although a diversity of opinions still exists, and will continue to exist on this subject among our best Teachers. Willson's Readers are generally preferred before Sargent's, but many are unwilling to admit that Quackenbos is the best author on Grammar.

Uniformity in text books was urgently needed as a mere matter of economy in expenditure, and still more so for the practical efficiency of the advantages to be derived from our Common Schools.

The subject of education opens to us a boundless field of thought, so vast and varied, that when we try to contemplate it, it seems inexhaustible. The very word seems like a fountain springing up with never-ending supplies. Every word we utter, every act we perform, have their influence upon us for good or evil. By our thoughts, words, and actions, we are constantly exerting an influence on those around us, and are in turn influenced by them, though we may not be conscious of it. There are many things that influence us that are never clothed in language at all.

The world is full of the various systems of education, but one thing may be considered as certain: none can be permanent or lasting that does not inculcate a proper moral training. One of the most important agencies in the education of the young lies in the genial influences of *home*. It is there that the education of the heart should begin. It may

be regarded as an axiomatic truth, that until *woman* is properly educated, in order to be qualified for all the walks of life, as wife, mother, sister, or friend, all the lawgivers and Teachers in the world cannot make men what they should be. The mother, alone, can make the most sacred and lasting impressions upon the mind of the child. The most illustrious of American citizens, whose name is seldom mentioned without reverence bordering on adoration, is a brilliant example of maternal influence and early moral training, that forbade the hero of the story of the little hatchet and the cherry tree to tell a lie. Why do our most zealous sectarians manifest so much interest and zeal in the establishment of asylums for orphan children, and the erection and endowment of seminaries of learning on so cheap a plan that many are induced to patronize them on the score of economy? Is it not that they fully understand the truth of the adage, "just as the twig is bent, the tree is inclined." Give them the tender mind of youth to mould, and they will fashion them to suit their own purposes.

The importance of the right kind of early education must be fully realized by those who are at all familiar with the daily records of crime.

Seven decades have passed away since some of the older States of the Union established a system of Public Instruction. Since that time, it has become an acknowledged duty on the part of every civilized government, even among the despotisms of the Old World. Of the crowned heads of Europe, the "Frederick of the Prussians," was among the first to imitate our example in this particular, and to establish a system of education that may one day undermine the throne of the dynasty of Brandenburg. In our own times, the most consistent and loyal friend of our country, among foreign potentates, since our present struggle for national existence commenced, is and has been the worthy monarch who fills the throne once occupied by Peter the Great. True to the enlightened policy of his illustrious ancestor, who raised Russia to her present commanding position among the powers of the earth, he is at present maturing a system of instruction that will free his subjects from the bonds of ignorance, and enable them to enjoy and appreciate the boon of personal freedom which he has recently conferred upon them, and which is the natural inheritance of all mankind. The lustre of the jewels in the Russian diadem is eclipsed by the immortal radiance of such acts.

The sun of liberty and intelligence, which shines so brightly in the New World, has thus cast its radiance across the horizon of oppressed Europe, and lights up the abode of a benighted people. But we are too apt, when contemplating our national progress, to forget the foundation on which our free institutions rest.

As our country extends the area of its domain and influence, and gives to the world surer evidence of the wisdom and stability of our institutions, education, which is the most essential element of national prosperity, must also move forward with a steady course.

As citizens of California, we have reason to be thankful for the position that we have occupied during our present internecine struggle. It is a pleasing reflection, and one that should give us greater courage, that we have not been called upon to participate directly in the unhappy scenes that have deluged the Atlantic States with fratricidal blood. We have rather cultivated the arts of peace, enlightenment, and prosperity, than those of war, but the general diffusion of knowledge has ever kept alive a feeling of patriotic devotion.

Let us, then, by fostering a judicious system of education, and bestowing proper attention upon the true principles which are the palladium of our liberties, show to our sister States of the Union, that we deserve the proud name that they have given us : *The Golden State*.

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## NEVADA COUNTY.

J. A. CHITTENDEN.....County Superintendent.

The Teachers of this county have, with an exception or two, given evidence of interest and efficiency in their work. The report for the past year is not so favorable as it would have been had the School year been of usual length. Less time by two months makes a very important difference with those Schools that have only a session in the summer. Various causes have rendered it quite difficult for the smaller districts to obtain Teachers, so that they have been later than usual in opening their Schools. The emigration to new mining regions has taken away many of the patrons of the Schools, and in several instances a majority of the Trustees.

The series of text books adopted by the State are rapidly finding their way to place and favor in our Schools. Much good must result from this provision of the law, which has long been very generally desired, but, for some reason, very long delayed. I think the books well selected; they are certainly a vast improvement on many of the books heretofore in use. I cannot omit especial mention of Willson's Readers, which, while they are well adapted for instruction in reading, afford to the pupil a fund of information on a variety of subjects on which the mass of the people are lamentably ignorant.

I think the School Law might be amended in one respect so as to meet an important want. At present a new district must itself support a School three months before it can be entitled to share in the public funds, and it cannot avail itself of them till the next year. It sometimes happens that measures are not taken for the organization of a School District till near the close of the School year, so near that there may not be time for a School term of three months, in which case the law requires them to wait more than a year before they have any share of the funds. I have witnessed cases where the people of some place had resolutely begun to take measures for a Public School, and where they have been quite discouraged on being told that they could not obtain assistance for nearly or quite a year. I believe that this can easily be remedied, and that it should be. If the law be so amended as to permit a new district to share in the next regular apportionment of the county or State funds, after their supporting a School at their own expense—a School of three months—the funds will be more equitably dispensed, and a greater good be accomplished. A case would not probably arise where the new district would not be a part of an older one; if, then, it is desired to know what portion of the funds they are entitled to, it would only be necessary to ascertain the number of children in their district, deduct this from the one from which they are separated, and the number for both is obtained.

*I have not thoroughly examined the question relative to apportion-*

ment according to attendance, but I am inclined to doubt whether it would be as well as the present plan. I had thought that it might stimulate to a larger attendance on the Schools, but I have recently witnessed an instance where two Schools were to divide the funds according to the average attendance, and no appreciable difference was made in the number of either; and the Schools were in different villages, which might be supposed to affect it to some extent. Such a change in the law would probably work to the injury of the smaller Schools in country places; besides, one objection to change in the School Laws consists in the fact that it is often a long time before they come to be known and understood.

## NAPA COUNTY.

A. HIGBIE.....County Superintendent.

### SCHOOL REGISTER AND ORDER BOOKS.

These have been received with rejoicing by Teachers and Trustees. They say, "Now we will try and have our records and accounts kept more accurately." These were very much needed, and I have no doubt the next returns will show the benefits resulting from the provision.

### UNIFORMITY IN TEXT BOOKS.

In my School visitations, fifty in number, I have found the people *unanimous* in favor of uniformity. Of course, they do not all agree on the kind of books, but are willing to adopt any author, rather than have five or six different kinds. This multiplicity of books has been a great detriment to the progress of our Schools. I think the new books will be in general use within the coming year.

### FINANCES.

Financially, we labor under great disadvantages. Until the present, the county appropriated five (5) cents per one hundred dollars (\$100 00) for Public Schools. Our County School Fund, for the coming year, will be nearly twice the amount of last year, for we now have a tax of *ten* (10) cents per one hundred dollars, (\$100.) We hope soon to have at least twenty (20) cents. I find the people quite ready, also, for the State tax. Petitions are already coming in, signed by every voter in the district. But a word as to the

### CASH ON HAND.

Though the plan is not a good one, several districts do not pay the Teachers from any Fund till the close of the term for which they were hired. This is the case with most of the districts that have cash on hand. Had the last School year closed, as previous years, on the thirty-first of October, the balance in their favor would be small. The *cash account* of the Superintendent and Treasurer may not agree in *some* particulars, because of the transfer of some balances, on account of the divi-

sion of districts, and change of time for reports, but the final result, as to balances, is the same.

#### SCHOOL-HOUSES.

In your blank reports you ask, "How many School-houses disgrace the State?" I am compelled to answer, *eight*; five are tolerable, and four are good. There were, I think, two reasons for this state of things: the first was, the unsettled State of land titles; the second, a general indifference on the subject of education. This indifference was produced, in part, by the fact that many knew not what hour they might be compelled to say:

"No foot of land do I possess,  
No cottage in this wilderness—"

while many others were renting ground from large landholders. Under these circumstances, it is not strange that so little attention has been given to our Public Schools and Public School houses. Now the land titles are being adjusted, or are already settled, and parties are purchasing farms and making permanent improvements. In several districts they are about to levy a tax for new School-houses. A better day is coming.

#### EXAMINATIONS OF TEACHERS.

Examinations have been quite thorough, and quite unsatisfactory to some. Twenty, in all, have been examined by the Board of Examination or by the County Superintendent. Some of the patrons say the Board is too rigid in the examinations—that their district is small, and their children not advanced, and that an ordinary Teacher will answer their purpose. The Teacher, then, who takes such Schools becomes ordinary in the estimation of the people in such district, and also by his own admission. I think they will learn, after a while, that the same principle that holds good in the harvest field, viz: that a *good* hand is cheaper than a *poor* one, will hold good in the School-house, and that *good* Teachers, only, will be employed. Not till then may we expect to see our Schools exert such influences as they ought in our glorious Republic. Our Public Schools in California, all things considered, have made great advances. May the day soon come when they will not be a whit behind the Schools of any State in the Union.

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#### MARIN COUNTY.

JAMES MILLER.....County Superintendent.

I am sanguine in the belief that in no other county of our State has the Public School system progressed so rapidly toward the pinnacle of perfection as in this county during the last two years. That the method by which this progression was attained abounded in difficulties, would be superfluous to state. Suffice it that, thanks to the energetic co-operation of the School officers and the friends of education generally, *those great barriers* to success have, to all reasonable extents, been re-

moved, and instead, confidence in the efficiency and economy of the system is permanently established in the minds of the liberally disposed people; larger attendance of pupils, longer terms of continuance at School; good faithful Teachers employed; and all the districts furnished with an amount of Public School Fund sufficient to meet general expenses. These are circumstances under which I think it impossible that the system will not, in a very brief period of time, attain a distinction of excellence in this county inferior to that of but few others in the State.

It is to be regretted by the youthful generation here that not even a fractional part of the funds received, applicable to such purpose, were expended in purchasing libraries.

With what salutary results could not a few dollars be invested in such a cause without even remotely infringing on the financial resources of the Trustees. It is reasonable, however, to believe that the Trustees will exert themselves to the utmost of their capacities in remedying this evil during the coming year. Heretofore they have acted upon the principle that momentous projects require a long period of time to reach an effective consummation, otherwise occasions of disappointment, disagreement, and disgust occur to such an extent that the principal object dwindles into nothingness before the all powerful influence of these mis-created prejudices. So it is with the Public School system: hurried, premature action may entail injury, but sober, steady action ever attains its object.

#### TRUSTEES.

With few exceptions, the Trustees are gentlemen well qualified for the position. In all cases have they well and faithfully performed their duties. I have frequently, during the year, consulted with members of each and every Board upon all particulars concerning their respective Schools, and I confess to a feeling of pride in saying that in no one instance did I find them deficient in that general knowledge which must ever be accepted as the balance wheel, so to speak, to beneficial results.

#### TEACHERS.

A majority of the Teachers employed during this were much superior to those of last year. In some districts the same Teachers continued in charge. With those, experience in the profession counterbalanced all minor deficiencies. In other districts changes were effected, but they were always for the better. We even boast a graduate from the State Normal School. With few trivial exceptions, they have rendered ample satisfaction to all concerned.

#### SCHOOL-HOUSES.

We have eleven School-houses, all frame buildings—five new and neatly finished; others—those situated in the “wilds of Marin”—are built on principles more of economy than of attraction; their furniture consists chiefly of desks, chairs, blackboards, and stoves.

#### ATTENDANCE AT SCHOOL.

Improved since last year, nevertheless, it is impossible that *all* the children may attend School, for the reason mentioned in my report of November, eighteen hundred and sixty-two.



## BOARDS OF EXAMINATION.

It has been impossible to call together a sufficient number of qualified Teachers to constitute a full Board, nor was it even necessary, because competent citizens were easily found to do justice in the capacity. The amendments to the School Law which vest the County Superintendent with power to grant special certificates to Teachers, has a salutary influence, too, in compelling all such to attend the regular meetings of the Board of Examination. Heretofore it was necessary to convene a special Board for each applicant, and to those to whom certificates of qualification were granted, it was a matter of quiet indifference whether the Board of Examiners ever held a subsequent meeting or not.

Their own interest being at stake now, it is to be expected that the next regular meeting of the Board will witness the presence of many a gifted wight.

## SISKIYOU COUNTY.

THOMAS N. STONE.....County Superintendent.

The Public Schools of Siskiyou have been sadly neglected by their patrons, but there are evidences of a growing interest, which is manifesting itself by the demand for *well* qualified Teachers, and by visits to the Schools. One and all agree that the Public School is the nursery of an intelligent community, and must be supported. Many assert their readiness to contribute to its support, cheerfully and liberally, but a tax they will always defeat. The justice of being obliged to educate other people's children is a theme on which they love to dwell, but forget, too many of them, that their own intellects were cultivated and expanded in some of the Public Schools of an Atlantic State.

## SCHOOL-HOUSES.

I am sorry to say that but one new building has been erected during the past year. The citizens of Cottonwood District have built a neat and comfortable little School-house by subscription. Many more ought to be built, but the result of the vote in Yreka City District has given this branch of improvement a *decided chill*.

At the late election of School Trustees, a specified amount for repairing and enlarging the City Public School building was defeated by over one half majority. I hope the subject will be reconsidered, and the citizens of Yreka will show by their votes that the comfort and health of their children, while at School, are not secondary considerations with them, but equal, if not paramount, to their regard for their Poor-house or Court-house. Siskiyou boasts of the best Court-house in northern California. Can she not have one respectable School-house?

The Board of Examination find the general excuse of applicants to be, that they have not been engaged in the profession for several years, have been otherwise employed, and have not reviewed the branches usually taught in a Common School. I am happy to say the Board do *not think such excuses valid*. The School should not be taxed to educate *the Teacher*, or, in other words, the School should not be brought down

to the capacity of the Teacher. His standard must be high, or our Public Schools will always be Primary in grade. A few districts still cling to the idea that a *good fellow* will do to teach their School, no regard being paid to his qualifications, fitness to impart knowledge, or ability to govern; but simply wish him to be a good, social, easy-tempered chap. The Board holds its examinations publicly, and if the applicant does not exhibit sufficient knowledge to entitle him to a certificate, he is informed of the fact, and notified of the branches in which he failed. Justice to the children and justice to the Teachers, is the motto of examinations.

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## SHASTA COUNTY.

GROVE K. GODFREY.....County Superintendent.

The present statistical report furnishes ample evidence of a gradual and healthy advancement in all the essential elements of a good and practical School system in its workings, as it shows an earnest and efficient set of Teachers in their profession; an increase in the number of Schools; the greater length of time during which they were maintained; a gradual increasing attendance on the part of parents, guardians, and children, to the necessity of uniformity and punctuality of attendance upon the exercises of the Schools within my jurisdiction.

The times demand for the public good that Schools should be provided for the rapidly increasing number of children in the county, for good Schools will give a reputation to a place that is worth more than wealth or real estate. School-houses must be built in every district where they are required. They should be agreeable and attractive, instead of gloomy and repulsive. Good Schools cannot be kept in uncomfortable houses, where dreary walls pain the eyesight, and ill made seats cramp and torture the physical system of children. School-houses ought to be pleasant places, with beautiful surroundings, and furnished with appliances for teaching, with maps, libraries, apparatus, etc.; then will our children delightfully assemble there, and learn with greater emulation.

Good School-houses, efficient Teachers, money, apparatus, uniformity of text books, and perfect classification, are the grand essentials to progress and general prosperity to every School.

During the past year the officers connected with the Schools have exhibited increased interest and zeal in the discharge of their duties. There is a wide field open for them to display their energy and talents in promoting the best interests of this institution.

Trustees are the agents of the Public Schools of this State, and on them depends in a great measure their prosperity and usefulness. But they must inform themselves thoroughly concerning all their official duties, provide good School-houses, and make the place attractive; employ professionally trained Teachers, pay them well, visit and inspect the Schools frequently, purchase maps, charts, blackboards, globes, and libraries, for School use.

The successful working of our School system requires the co-operation of all who are directly or indirectly connected with the prosperity of our free institutions. Let parents, Trustees, and Teachers, do their duty and work in concert to the best advantage; let children be made to

feel the importance of learning, and how much their future life will depend on their present deportment and application; then will our School system realize its glorious designs, and the character of the next generation will prove that we have done our duty to the youth of the present age in providing for liberal and progressive education.

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## ALAMEDA COUNTY.

B. N. SEYMOUR.....County Superintendent.

Not more than about two fifths of the children returned by the Census Marshal are enrolled as attending the Public Schools at all, and only about one fourth attend regularly. The number of visits made by the parents is very small. It is very difficult everywhere to get men enough together to elect Trustees, and in many places it cannot be done at all—the only election, I think, in all our American polity where there is a want either of candidates or voters. These facts, to a reflecting mind, speak volumes. They show that the School is something outside of the thoughts, sympathies, and plans of parents; that if children can earn money, or it is a trouble or expense to send them to School, they are not sent; that the mass of parents think more of politics and pleasure, of gossip and display, and gain, and everything else, than of the mental and moral culture of their children. Public Schools can never advance to a high stage of efficiency and excellence under such an incubus of parental indifference. It takes three parties to make a good School—good Teachers, good children, and good parents; and each of the three factors is alike, and I think I may safely say, equally important. The occasional presence of the parent in the School-house is just as essential to the prosperity of the School as the constant attendance of Teacher and pupils. His acquaintance with the School, his interest, advice, and co-operation, are indispensable elements of its prosperity. Of course, good Teachers and good pupils can make what we in our ignorance call good Schools; but then, parents can add just one third to that excellence if they would only know it and do it.

Then, many of the School-houses are anything but inviting. One looks as if it had been a wanderer in a strange land, without friends or home, and, having set down at the forks of the road, by the side of a brook, to weep over its desolation, some benevolent individual had taken pity on it and fenced it in. Another is in the further corner of a cow pasture, and were it not for a door and window in front, and a beautiful woman and bright children within, would certainly be taken for a cow shed. There is another, that looks as if it had got lost wandering over the plains, and had moored itself to the corner stake of somebody's quarter section to keep from running away with itself. I noticed, as I recently passed that way, that it had had another season of peregrination, only to fetch up at another corner stake, in a condition not unlike Virgil's sailor, when all his fleet had gone to the bottom, and he alone was left swimming, with naught in sight but sea and sky; not a tree, nor fence, nor scarcely a house in sight. I concluded, however, that it had made up its mind to settle there, for I saw an artesian well had been bored. These are country School-houses. But some in the villages are

hardly superior to them; yet it is not necessary to characterize them. In many districts in the county there is need of new, comfortable, and convenient School-houses. Quite a number have none at all, and depend upon renting.

The State ought to levy a State School tax. I suppose every believer in popular government will admit the truth of this proposition: It is the right and the duty of the State to govern itself. It might be modified in this form: It is the right and the duty of the State to perpetuate its own life in the best and cheapest manner. I think the second proposition is equally incontrovertible with the first, and broader and stronger. That proposition being admitted, there is another just as plain and simple. It is that *good School Teachers are the best and strongest police force*. If there is any doubt on this point, we need only to open our eyes upon our country. Why is the North loyal and the South disloyal? Simply because, at the North the State has propagated its life through the Public School, while at the South it has not. If you point to the mobs and the Copperheads at the North, you do but strengthen the argument. For I suppose it is a notorious fact that, in a great many instances at least, "Governor Seymour's friends," as has been wittily remarked, "have X for a middle name." Patriotism, a holy regard for government and law, is most ardent where Public Schools are most regarded. If these things are so—and to doubt them seems to me as difficult as to doubt the clear shining of the noonday sun—then it is the wisest, cheapest, and best policy for the State to levy such a tax. If it be said that the South could never have maintained slavery with a system of Free Public Schools for all her people, of every color and condition, I suppose no one will be found foolish enough to deny it. But if she had always maintained a thorough system of public instruction, slavery had long ago died a natural death, and she now, instead of being one vast battlefield, her soil drunk with human gore, and her ground filled with the slain, would be far advanced in such a career of prosperity and true glory as we little dream of; and her whole people would be filled with the most ardent loyalty, instead of glorying in their shame.

If that example be thought too general and vague, take another. In Butte County, at the November term of the District Court, in eighteen hundred and fifty-seven, there were thirteen murderers to be tried. Unless my memory is very much at fault, the County Treasurer told me that the expense of trying those murderers swelled the county debt nearly sixty thousand dollars (\$60,000.) If they had been taken by the State in early childhood, for how much less money might they have been taught to be useful and honorable citizens, instead of blood-thirsty demons. If any one sees here an argument against employing any but persons of the firmest rectitude and purest morals for Teachers, I have no objection to its being used in that way. I believe it is the duty of the State to propagate its own life through Schools where the purest righteousness and virtue are taught by precept and example.

If it be true, as I think it is, that Schools are a fundamental part of healthy popular government, then there can be no question as to the right of levying a tax for their support; for I suppose it will be universally conceded that Government may levy a tax for its own support.

If it is objected that a State tax, in addition to the School Funds already provided, would give some districts more money than they need,

then let a new law of distribution be framed that will put the money where it is needed. The State had better spend a few thousand dollars to teach any single family to be useful and honorable members of society, than to suffer that family to grow up to be boors and brigands. The method of government by education will be found infinitely cheaper and better every way than that by punishment. Every one at all acquainted with the condition of the Schools throughout the State knows that the present revenues are not at all adequate to the wants of the Schools.

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### MERCED COUNTY.

R. B. HUEY, .....County Superintendent.

Many of the Boards of Trustees seem to manifest too little interest in the important subject of Public Schools. While they wish them to succeed and prosper, they are too careless and negligent to give them that care and attention which is expected from them and which it is their duty to do. I have visited the districts, and counselled with the Trustees on the importance of encouraging in every possible way all the means calculated in any wise to enhance the utility and effectiveness of the Schools of the county. I find, however, that too many of them depend upon the County Superintendent to do all the work, and look to him as being wholly responsible for the efficiency or inefficiency of the Schools. In fact, some of them have read the School Law so little that they remain ignorant of its contents, depending on the Superintendent for information regarding the duties of their official position. Several reports came into my office deficient in statistics, notwithstanding my earnest request that the requirements of the law might and must be fully complied with.

I anticipate some trouble in some of the School Districts in regard to obtaining Teachers—especially at Snelling's.

The citizens composing the Jackson District are divided in politics, and are so opposed to each other that it seems no Teacher is likely to be obtained that will suit both parties. One of the Trustees of this district has sent in his resignation, and most likely the other two will resign. I do not know whether it will be possible to establish a School there or not. I have used every means to reconcile the factions, but without effect so far. It is to be hoped that this state of feeling will not long continue to exist in opposition to the interests of the School and the community.

In order to promote the interests of education in the county, I called an Educational Convention at Snelling's on the fourth of last June. The object was to organize a County Teachers' Institute, the examination of persons applying for certificates, the adoption of a uniform system of books for the use of the Public Schools, and to discuss the interests of the Schools and education generally. The meeting, though not largely attended, was quite interesting. The Convention remained in session two days, accomplishing most of the purposes for which it was called, and adjourned to meet subject to the call of the County Superintendent. The Board of Supervisors placed at my disposal the full amount allowed by law for the use of Institute purposes. But a small amount has yet been used. It is the intention of the Institute to apply most of the Fund

to the purchase of maps, charts, globes, and books, for its special use, to be preserved in a library. All who were present at the Convention were pleased with the proceedings, and the Teachers present expressed themselves greatly benefited from hearing each others' views and experience on the art of teaching, and the best mode of government to be observed in the Public Schools in order to promote their greatest success and advancement.

Although the past year has not proved as successful and encouraging as was to have been desired, I do not feel discouraged, but enter upon the duties of the new School year with an increased desire and fuller determination to discharge to the utmost possible extent every duty devolving upon me in my official relation to the people, and as a warm supporter of the system of Public School instruction.

Upon receiving books, blanks, and instructions from your department, I have forwarded them to their respective destinations, with the request that they be faithfully observed in every particular, and that full, correct, and prompt returns be made at the proper time, and in a proper manner, to my office.

I think, under the new order of things, we may expect to see a greater degree of prosperity develop itself in the Schools of our little county.

In consequence of the small amount of funds provided by the county for the maintenance and support of the Public Schools, I resolved to appeal to the Board of Supervisors for an additional percentage for School purposes. I accordingly presented the matter to them for consideration, and they finally agreed to raise the per cent. for School purposes to twenty per cent, which will double our County School Fund for the ensuing School year.

The sum which the several districts will draw from this Fund, increased by that which will be derived from the State School Fund, will, with a small rate bill or district tax, enable each district to continue their Schools the greater part of the year. Should we be fortunate enough to get experienced and competent Teachers, which is my determination, together with a uniformity of the best of School books, I can anticipate a flourishing and prosperous condition of our Schools for the ensuing year.

As regards School Libraries, we have none. Our School Fund has been so small that we could not spare any for the purchase of books; and as such is indispensably necessary to the proper growth of a School, I have called the attention of Trustees and citizens to the matter. I suggested that a small district tax might be levied for such a purpose; it would not be felt by each one, and the sum thus collected would provide a small library of historical and other useful books, which, if properly used, would afford matter of instruction and usefulness that might produce a lasting benefit to the young scholar.

One great object to be attained in the course of instruction pursued in our Public Schools, is a practical, thinking scholar—one that can apply his ideas to some defined purpose. Unless this is accomplished, we fail of the proper end to be attained, and for which our Public School system was instituted.

We imagine we hear some say: "Our children have learned to read and write, studied arithmetic, geography, and English grammar, and is this not sufficient? Why, then, all this ado about Schools? Cannot other children attain the same?" But such persons do not comprehend the real difference between a dead, inactive knowledge, and one that is practical and progressive.

Now, reflect a moment. Where is the boy or girl, just from School, that can sit down and compose an intelligent letter, or read understandingly any complex subject or discourse, or solve the practical problems of arithmetic, or give the descriptive geography of a country, or analyze a sentence or discourse into its component parts? Understand that pronouncing short or long sentences with ease is not reading; performing certain chirographical movements of the pen by imitation, or from an impress of the mind, is not writing; reciting a long list of geographical names and definitions is not understanding geography; neither is analyzing a sentence and giving the parts of speech a correct knowledge of the synthesis and analysis of composition; nor is producing the solutions of problems in arithmetic, according to the rules laid down, comprehending the practical application of numbers to the business relations of life. Indeed, we may remark, that so far as practical utility is concerned, the branches of a common education, such as is considered complete by many parents, is no more than an imperfect mixture of undefined ideas, from which the young scholar turns in disgust, and seeks that employment for the body and intellect, amid the fashionable resorts of gayety, idleness, and dissipation, which, for the want of proper advantages, are denied to him elsewhere.

If we wish the youth of our land to have an education that will make men and women of them, we must come forward with the means, and raise our Schools to a first class standard. Let us infuse into them a spirit of activity that will encourage a vigorous course of instruction, such as will make itself both seen and felt in the daily rounds of business, in society, and amid the family circle; that will expand the mind, cultivate the virtues of the heart, bring peace and consolation, and impart solid enjoyments and sunshine to the decline of life. That this may be accomplished, we *must* have the means to keep our Public Schools moving, and that we neglect none of the essentials to render them comfortable and attractive. When this is done, it is equally as important that the pupils have all the advantages of regular attendance. Punctual attendance, only, will lead to success. They should be instructed to be diligent, obedient, and studious, and to consider no task as impossible. By pursuing this course, with active, energetic, and competent Teachers at the helm, we may anticipate a degree of success and prosperity in our Schools that will redound to the honor of our State and the glory of our common country.

#### THE STATE SCHOOL TAX.

I regard this move on the part of the friends of education in our State as one of vital importance; and I think no one friendly to the cause of Public Schools will object to the passage of such an Act on the part of our Legislature. There are, however, many persons who will oppose the passage of such a law by throwing every obstacle they can in the way. Such persons are unfriendly to reform in general, and oppose every scheme set on foot for the improvement of the social, moral, and intellectual condition of society. This class of people cannot be looked upon in the light of true friends to the Commonwealth. They are narrow minded and contracted in their views, and look at everything that does not immediately benefit them as unwise or impolitic. I regard the passage of such a law as one of the very best Acts which our Legislature could pass. It seems to me that it is a right which the State should, in a *great measure*, reserve to herself—the education of her youth. It is a

part of the political economy of a nation to provide such means as may either directly or indirectly act against the prevention of crime.

I am heartily in favor of the passage of such a law, and sincerely hope it may meet with the acceptance and hearty co-operation of our ensuing Legislature.

#### APPORTIONMENT OF SCHOOL MONEYS.

As regards the apportionment of the School moneys on the basis of attendance, as taken from Teachers' reports, I think is good. It will induce parents to send more regularly.

But where two Schools are kept in the same district, it sometimes occurs that the scholars belonging to one of the Schools at certain seasons of the year cannot attend regularly, whilst the scholars belonging to the other attend regularly; one School may have forty names registered, and the other only seventeen, yet the latter will draw nearly as much of the School moneys as the former, which I consider hardly equitable.

We have adopted the new series of text books in the Schools which have opened. They meet with entire success, and are well received by the pupils. I think they are decidedly the best I have ever seen, and deserve to be retained in our Schools for some time to come.

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### BUTTE COUNTY.

S. B. OSBOURNE.....County Superintendent.

#### FINANCIAL.

There are twenty-eight School Districts, thirty School-houses, two of which are rented, and twenty-six Schools in good running order, save that a number of School-houses are a disgrace to the State, and especially the School-house at Oroville. Many of the districts are intending to build good and comfortable ones, and I hope the work will not cease until new ones take the place of all the old ones.

The School-house at Forbestown reflects credit on the citizens of that place. The fact of having good School-houses, comfortably seated and furnished, is a strong inducement for children to love to attend School.

#### THE DUTIES OF TRUSTEES.

As a general thing, they desire to attend to their duties, but many of their reports are made as a mere matter of form rather than of interest. But I trust for the future that the new order book furnished by the State will remedy this evil, so as to arrive at a correct expenditure of all moneys appropriated for School purposes, and likewise all receipts for money, and from what source it is derived.

#### TEACHERS.

There are about thirty Teachers following the profession in the county. Of this number six can be rated as Number One, and the re-



mainder Number Two, and I would not have the latter class bury their talent in the ground, but strive to bring forth in time other ten talents, and thereby place themselves above the mediocrity of Teachers. Not more than one half of the Teachers in the county subscribe for an educational journal.

Since the middle of August I have visited all the Schools that were in session, and endeavored, as far as in my power, to test the patriotism of the scholars, and the kind of teaching and impressions they received from their Teachers to further their general knowledge of things outside of the School-house ; and I am happy to say that among the many there were some of more than ordinary acquirements—boys, from six to eight years of age, who would put to shame those of riper years. I would state that in one of the Schools, (Stoneman District,) I found the American flag unfurled behind the Teacher's stand. I thought it was commendable, and well calculated to instil into the youthful mind a lesson that nothing but death could ever eradicate. Query—Would it not be a good idea to introduce one into every School?

**R E P O R T**

**OF THE**

**Board of Trustees of the California State Normal School.**



## REPORT.

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The State Normal School of California was duly organized under the provisions of a legislative Act, approved May second, eighteen hundred and sixty-two.

At their first meeting, May twenty-second, eighteen hundred and sixty-two, the Board of Trustees accepted a proposition made by the Board of Education of the City of San Francisco, whereby the use of the High School building of San Francisco, and its philosophical apparatus, was tendered to the Normal School. At this meeting it was resolved that the number of pupils admitted to the School should be limited to sixty for the first session, or to one pupil from each county in the State; and that in case there should be no applicant from any county at that time, applicants from other counties should enjoy the privilege of admission thus forfeited by the delinquent counties.

A detailed plan for the organization, classification, and general management of the School, which has been published by the State Superintendent in pamphlet form, was subsequently perfected and adopted by the Board.

The Trustees, desiring to procure the best professional talent possible for the instruction of the School, invited by public announcement candidates for the position of State Normal School Principal to present letters of application with accompanying testimonials of qualification.

The salary offered was two hundred and fifty dollars (\$250) a month during the session of the School. Mr. Ahira Holmes, a gentleman of long experience in teaching, was elected. Having settled the preliminary arrangements for the opening of the School, the Board appointed Hon. A. J. Moulder, the State Superintendent of Public Instruction; Geo. Tait, Superintendent of Public Schools of San Francisco; and Gustave Taylor, of Sacramento, an Executive Committee to carry into effect their orders, and to arrange the details for the future conduct of the School.

On the twenty-first of July, eighteen hundred and sixty-two, the Normal School was opened in one of the vacant recitation rooms of the San Francisco High School building, which the Board of Education of that city had previously supplied, according to their agreement, with the requisite furniture and School appliances.

Before the expiration of the first session the capacity of this room was found to be too contracted for the proper accommodation of the Normal School, the attendance at which had steadily increased from the commencement of the term. The Executive Committee applied to the Board of Education for further facilities for the Normal pupils. This application resulted in the procurement of a building, which, although not well adapted to the use of a School, still afforded ample accommodations for the increasing number of Normal pupils. At this time the Board of Education established an Experimental School, or School of Practice, in connection with the Normal School. The Teacher of this School was appointed by the Executive Committee. The advantages of this School, which was composed of girls, taken mostly from the Grammar Schools of the city, can hardly be estimated. With such an auxiliary, student-Teachers in the Normal School were provided with every facility for acquiring that knowledge of books and practical skill in teaching, on the possession of which depends their future success as Teachers.

At the close of the term in December, an informal examination of the School was held in presence of some invited guests. The report of this examination was published, and reference thereto will show that at the date above named, the Normal School was in excellent condition, having an attendance of thirty-four pupils, of whom twenty-four were present at the time; whilst the Experimental School had so much increased as to require the employment of an additional female Teacher, whose appointment, as well as salary, were received from the Board of Education.

At the close of the School year, May fifteenth, eighteen hundred and sixty-three, the pupils were subjected to a rigid examination by written questions and answers, with a view to ascertain if they were prepared for graduation. Diplomas were awarded to four ladies, who, immediately after graduation, received appointments to teach in different parts of the State.

The appropriation made by the Legislature in eighteen hundred and sixty-two, for the support of the School, was totally inadequate to the maintenance of the School, and had not the Board of Education of San Francisco generously supplied the means that were lacking, this institution, whose establishment had been so long and so earnestly desired by all the friends of popular education in the State, would have terminated a painful existence. The good results of the enterprise have been thus far so apparent to the educational community of San Francisco, that the Board of Education of that city will exert itself to retain the location of the School at San Francisco after the expiration of the two years which were specified by law for the location of the School in San Francisco. Already three cities have signified their intention to compete for the location of the School in their midst. A like generous competition has prevailed in other States of the Union for the location of State Normal Schools, and the inducements offered to this end, have been buildings and funds amounting, in many instances, to hundreds of thousands of dollars.

## FINANCIAL REPORT, FOURTEENTH FISCAL YEAR.

<i>Expenditures.</i>	
A. Holmes, salary.....	\$2,450 00
Miss H. M. Clark, salary.....	925 00
R. P. Fisher, bills and salary as Janitor.....	135 00
James Norman, Janitor.....	24 00
Hubert Burgess, salary, Teacher of Drawing and Penmanship	30 00
J. D. Stevenson, janitorial service.....	56 50
Apparatus, maps, etc.....	160 75
Advertising .....	76 50
Furniture .....	137 00
A. D. Hill, labor and cash.....	34 90
Teacher of Calisthenics, and incidentals.....	100 00
Printing.....	31 00
Total .....	\$4,160 65
Appropriation, fourteenth fiscal year .....	\$3,000 00
Deficiency appropriation, fourteenth fiscal year.....	1,200 00
Total .....	\$4,200 00
Balance unexpended .....	\$39 35

The appropriation of three thousand dollars (\$3,000) was made for a session of five months, but the Board having an excess of funds on hand at that time, concluded to continue the session until the end of the May term of the School. The Board then petitioned the Legislature for a deficiency appropriation of twelve hundred dollars, (\$1,200,) sufficient to maintain the School for an entire year.

The second year of the School commenced on the first of August under favorable auspices. Spacious and comfortable rooms were provided by the City Board of Education in Assembly Hall building, on the corner of Post and Kearny streets. The number of students has been increased to fifty, and a large number of applications have been made for admission in January next. Four model classes, numbering two hundred children, are attached to the School, under the superintendence of Miss Clark and Miss Sullivan. The members of the advanced class of the Normal School are required to take charge of the model classes in turn, two days at a time, under the general direction of the regular Teachers.

An opportunity is thus afforded of becoming familiar with the art of teaching. It is the intention of the Board, in January next, to form an advanced class of those members who have already been engaged in teaching, but who wish to pursue a temporary six months course for the purpose of improving themselves in the practical details of the School-room.

The corps of Teachers employed at present is as follows :

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Ahira Holmes .....	Principal.
H. P. Carlton.....	Associate Teacher.
Miss H. M. Clark.....	Model School.
Miss Sullivan.....	Model School.

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During the year it will doubtless be necessary to employ an additional Teacher, and the appropriation of six thousand dollars (\$6,000) will be barely sufficient to keep the School in good working condition during the year. In view of the anticipated increase of expenditures, the lowest sum with which the School can be continued during the sixteenth fiscal year is estimated by the Board at eight thousand dollars, (\$8,000,) and the Legislature is requested to appropriate that amount for the support of the State Normal School. The Trustees have reduced the expenses of the School to a very economical basis; but they do not deem it advisable to reduce the salaries of the Teachers to the pittance which is characteristic of so many parts of the State. When they cannot pay Teachers a respectable salary they will close the School.

The success of the Normal School, thus far, has exceeded the expectation of its friends. It is a necessity to the State, public opinion demands that it shall be sustained as a part of the Public School system, and the Trustees ask the members of the Legislature to bear in mind that the surest means of raising the standard of our Common Schools will be to foster an institution which shall send out Teachers who, comprehending the responsibilities, and skilled in the art of teaching, will make our Public Schools the best Schools in the State.

GEORGE TAIT, Secretary.

LELAND STANFORD, Governor,  
 J. F. HOUGHTON, Surveyor-General,  
 JOHN SWETT, Supt. Public Instruction,  
 GEORGE TAIT, Supt. of San Francisco,  
 G. TAYLOR, Supt. of Sacramento,  
 Board of State Normal School Trustees.

December 1st, 1863.

**R E P O R T**  
**OF THE**  
**PRINCIPAL OF THE STATE NORMAL SCHOOL.**





## REPORT.

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*To the Honorable the Board of Trustees of the State Normal School :*

GENTLEMEN :—In submitting this, the first annual report of the condition and prospects of the State Normal School, the undersigned expresses the hope that he may be deemed excusable for presenting facts and statistics with which your Board are already familiar, as well as for indulging in some suggestions relative to the reorganization and future management of the institution.

For the sake of conciseness and convenience of reference, I will present the subject under the following heads, viz :

### I.

Normal School proper—its history and prospects.

### II.

Course of study and exercises in School.

### III.

Statistics of attendance.

### IV.

The necessity of maintaining a Teachers's Seminary at the expense of the State.

### V.

What the School needs in order to increase its efficiency.

### VI.

The Model Department, or School of Practice, and its relations to the Normal Department.

## I.

## HISTORY AND PROSPECTS OF THE SCHOOL.

The Normal School was organized on the twenty-third of July of last year, in accordance with an Act of the Legislature, approved May of the same year. By a provision of this Act, the sum of three thousand dollars (\$3,000) was appropriated for the support of the School during the term of five months.

Although notice of the opening of the School was given in the newspapers some weeks before the commencement of the session, but two applications for admission were received previously to the day fixed upon for the examination of applicants, and one of these did not present himself for the purpose of undergoing the appointed ordeal. On the day of examination, however, five others were in attendance. These pioneer applicants were all admitted, although several of them could not stand the test of eligibility to membership established by a rule of your Board, but were deficient with respect to a knowledge of the simplest rudiments of the common English branches. They were all admitted, however, on probation, in accordance with the advice of the Superintendent, and all retained their connection with the School until the close of the term.

At the opening exercises the Honorable A. J. Moulder, Superintendent of Public Instruction, and Doctor Taylor, of the Board of Trustees, were present and made appropriate remarks to the class relative to the designs and objects of the institution, and their duties and responsibilities as pupils of the first Normal School established in California.

In this quiet and unostentatious manner, and under the most unfavorable auspices, the State Normal School was organized.

During the first month of the session ten or twelve other members were added to the class, and before the expiration of the term, in December following, the class had increased to upwards of thirty.

A public examination of the class, conducted by the State Superintendent and the Principal, was held on the twenty-first of December, but no diplomas or certificates of graduation were issued to any of the members, as none had completed the prescribed course of study.

Although the provisions of the Act under which the School was established contemplated only one session of the School, of five months duration, during the year, it was deemed expedient by the Executive Committee of your Board that the School should be re-opened after a short vacation, as there was a balance of the appropriation left undischarged, sufficient for its support for about two months. Accordingly the School was re-opened on the twelfth of January following, with about thirty pupils, about twenty of whom had attended the previous term.

A considerable number of those who attended the first session engaged in teaching after leaving the School, and did not return; others were prevented from attending by other circumstances, and one was dismissed for delinquency.

As it was deemed probable that the Legislature, then in session, would make a small appropriation to meet the financial deficiency that might accrue by keeping the School open after the three thousand dollars (\$3,000) appropriated at the previous session, it was deemed advisable to continue the session for a few weeks longer than the time fixed upon at its re-opening, and in accordance with the advice and consent of the State Superintendent, the session was continued until May four-

teenth—four months from the time of commencement. During the term there were forty-one pupils in the class—five males, and thirty-six females.

During the four last days of the session an examination of the class was conducted. The oral examination was conducted by the State Superintendent of Public Instruction, assisted by Professor Swezey, Doctor H. Gibbons, and the Principal. This time was principally devoted to an examination of the pupils in physical geography, physiology, arithmetic, grammar, rhetoric, algebra, geometry, spelling, and methods of teaching, by means of printed questions, to which the pupils were required to give written answers. A limited time (from one hour to two hours and a half) was allowed the class for preparing their answers to each set of questions, and the average standard fixed at seventy per cent.

The applicants for diplomas were also examined by the Committee with special reference to their ability to conduct class exercises, by being required to teach in their presence in the Model Department.

After a careful examination of the manuscripts of the pupils, it was decided by the Committee of Examination that only four of the applicants were entitled to certificates of graduation. The names of these, together with copies of the questions propounded to the class, will be found appended to this report.

A very large majority of those who have entered the School during the session, have been found exceedingly deficient in a knowledge of the elementary branches of study that are usually taught in our Primary and Grammar Schools, and all have required special instruction and training in the rudiments of the common English branches. Many had not attended any School whatever for a long time, and were sadly deficient in relation to the amount of mental vivacity and discipline so necessary for the Normal student to possess. Several were dismissed during the term, in consequence of their want of application, and for other delinquencies, and their consequent inability to maintain a respectable standing in their classes. Four or five young ladies were admitted on probation, (by the advice and consent of the Executive Committee,) of whom but two were found qualified, after two or three months trial, to pursue the course with advantage to themselves, or credit to the School.

The following counties have been represented in the institution during the session, viz:

Contra Costa;	Solano;
San Francisco;	Alameda;
Nevada;	San Joaquin;
Sacramento;	Yuba;
Marin;	Napa;
Santa Clara;	El Dorado.

It is a matter of disappointment and regret to me that so few from the mining and agricultural counties of the State have been inclined to seek the advantages which the School affords, and, more particularly, that those who have entered have been found so very deficient in point of both scholastic attainments and mental discipline. As the objects which the School seeks to accomplish become more generally under-

stood, however, it is probable that this latter obstacle to its success in meeting to the fullest extent the designs of its establishment will be gradually removed.

But the above does not exhibit the true proportional attendance from the several counties, as a considerable number of those who have attended from San Francisco must be considered as residents of other sections of the State, as their parents reside in the "rural districts," and they are only remaining temporarily in this city with their friends or relatives, in order to avail themselves of the privileges which the School affords. It is presumed that nearly one half of the students that have attended are bona fide residents of other counties. It is furthermore probable that a large proportion of the future members of the institution will attend from this city, whatever place the Legislature may hereafter designate for its permanent location.

A considerable number of applications for admission to the institution next term have already been received, and among these I am pleased to notice a larger number of those who have had experience in teaching than have heretofore applied.

The whole number of pupils who have attended during the nine months that it has been in session is forty nine, while the average daily attendance has been only about twenty-five. This exceedingly low average attendance has been occasioned, in a great measure, by the fact that so large a proportion of the members entered after the opening of the session; but some of the pupils who reside in the city have been habitually irregular in their attendance.

One of the most prominent disabilities to which I have been subjected in conducting the School, has been a want of a convenient and comfortable School-room in which to hold the sessions.

During the first three months of the session the City Board of Education appropriated to the use of the School a small class-room on the basement floor of the High School building, but in November, as it was deemed expedient to organize a Model Department, and as there was no convenient room that could be obtained for the latter, either in the building occupied by the Normal or in the vicinity, it was found necessary to remove the School to some locality where accommodations could be obtained for all the departments in the same building.

Rooms well adapted to the wants of the School could not be procured, but as a last resort it was finally decided to rent for its use those which it continued to occupy up to the close of the session. This house was in every respect unfit for the use of a Normal School.

## II.

### COURSE OF STUDY AND EXERCISES OF THE SCHOOL.

The following branches have been taught in the School during the year, viz: Practical and mental arithmetic, physical and descriptive geography, English grammar and analysis, rhetoric, composition, reading, penmanship, algebra, plane geometry, physiology, natural philosophy, vocal music, calisthenics, and the theory and practice of teaching. During the latter part of the session Doctor H. Gibbons has delivered a series of lectures to the class on the subject of botany, he having generously volunteered to give gratuitous instruction in this science.

*The direct instruction on the science or methods of teaching which*

has been given to the class, has been principally of an incidental nature, and in connection with the ordinary class drills or recitations, and but few of the pupils have furnished themselves with any text book on this subject. But the more advanced pupils have been required to conduct class exercises in the Model Department under the supervision of one of the Teachers, and have also done the same in the Normal School at every favorable opportunity. Moreover, I have availed myself of all the means at command for impressing upon the minds of those under my care and instruction an idea of the great responsibility that they have incurred in connecting themselves with the School as candidates for the Teacher's profession, and the importance of the work in which they had declared their intention to engage. I have also conducted all the exercises of the School with special reference to the cultivation of the pupils' power of verbal expression, and have also taken every available opportunity to call the attention of the classes to what I considered the best methods of teaching the various branches, and the means to be brought into requisition for developing and strengthening the faculties of the young pupil. Criticisms, and an unrestrained interchange of opinion, on the part of all the pupils of the class, both in relation to the principles of the various subjects or sciences which have been taught, and the methods pursued in presenting them, have been at all times encouraged, and they have been required to make use of frequent blackboard illustrations by way of elucidating the principles or subjects comprised in the lessons assigned them.

While a large portion of each daily session has been devoted to imparting especial instruction in the various sciences enumerated, the importance of physical training, as a branch of Common School education, has not been overlooked or underrated. During the last session, the members of the School have taken regular gymnastic and calisthenic exercises, under the instruction of Madame Parrot, a graduate of Dr. Dio Lewis' Normal Institute in Boston, and all the members of the School have been subjected to systematic physical training, adopting such exercises as are prescribed by the best authorities on this subject. The apparatus which has been employed in conducting these exercises consists of wooden dumb-bells, wands, rings, and small bags containing beans or grain, by means of which a variety of exhilarating games and performances have been introduced, calculated to furnish diversion for the pupils by arousing competition among the performers, as well as to develop the muscles, strengthen the *physique* and increase mental vigor. This system of physical culture is, I think, well adapted to the wants of our Common Schools, and I hope to see it generally introduced throughout the State. I had great difficulty at first in introducing these exercises, as very few of the pupils appeared to take any interest in them, or even to appreciate the advantages of any system of physical culture in the School-room. A commendable degree of interest has, however, been since awakened, and the members have recently not only engaged in the exercises without apparent reluctance, but in most cases have manifested an apparent fondness for them.

A system of assigning "credits" to the members of the class, at the close of each exercise, both in the Normal and Model Departments, has been regularly adopted, and has been productive of favorable results, by inciting the pupils to application and habits of attention and observation. It is a fact worthy of notice that the relative standing of the students, as exhibited by the aggregate number of credits each obtained during the session, generally coincided with the relative average per-

centage of credits that they respectively received on their examination manuscripts at the close of the term.

### III.

#### ATTENDANCE.

The attendance of the pupils has been somewhat irregular during the session. This kind of delinquency I have made a strenuous effort to check, and have succeeded to a certain extent, although it has continued to exist, and has proved decidedly detrimental to the progress of the pupils and to the general welfare of the School.

But, in commenting upon the various disabilities and obstacles to which I have been subjected in conducting the School, I am fully aware that it has not been in the power of your Board to furnish all the appliances and conveniences necessary for the more perfect establishment and better management of the institution, as but an exceedingly limited fund was placed in your hands by the State Legislature—a sum barely sufficient for continuing the School for about one half the year.

Notwithstanding it would have afforded me extreme pleasure to have been able to present to your honorable body a more flattering and encouraging report of the School, at the close of this the first year of its existence, both with respect to the number of applicants for admission, and the interest that has been manifested in its welfare, I am prepared to state that my anticipations have been, in this respect, fully realized. I entered upon the duties assigned me with some misgivings, and, in view of the imperfect arrangements that had been made for its successful opening, considered the success of the School in meeting the design of its establishment, or even its long continuance, as problematical. It was frequently remarked to me, by those who deemed it very desirable that a School for the special education and training of Teachers should be established in the State, that it was probable that but very few would connect themselves with the School during the first session, and that my class would not probably number more than a dozen, at most, during the year. But if the number of students attending the School is to be considered the measure of its prosperity, then the experiment, as far as it has been tried, may be regarded as quite satisfactory, as there were fifty pupils in attendance during the session—a larger number, by far, than I even dared to hope would resort to the School so soon after its organization.

I apprehend, however, that the labor of organizing a Normal School in this State, and of establishing it upon a permanent basis, is attended with greater difficulties, and met by more formidable obstacles, than it has been in almost any other State where similar institutions are now established. Although there are many, both males and females, who are desirous of teaching for a limited time, and succeed in obtaining positions as a stepping stone to more lucrative employment, and although many of this class of our Teachers are unfitted, both in regard to education and experience, to take the charge of Schools, they are not willing to spend a year, or even a shorter time, in preparing themselves for the work in which they desire to engage. This is especially the case with the young men who are temporarily engaged as Teachers.

I have conversed with many Teachers, and corresponded with others, who have contemplated entering the School, but who subsequently

decided not to do so at present, as they thought that they could not well afford the expense of time and money to which they would be subjected by attending the course. Others would willingly attend in case the State had provided for paying their board bills while they were members of the institution. Some have signified their intention of connecting themselves with the School at some future day, when its efficiency in meeting the ends of its establishment shall have been more thoroughly tested, and when more extensive and adequate provisions shall have been made for its permanent organization and support.

The insatiable desire to invest in "feet," and to accumulate the gold of our placers, and the restless, unsettled spirit, so characteristic of the young men, and, to some extent, the young women of the State, militate, in no slight degree, against the success of the Normal School.

At the close of the last session, the State Superintendent of Public Instruction announced by circular that an advanced class would be formed in the School next session, consisting of those who were already familiar with the principles of the various branches taught in the School, who intended to teach in the Public Schools of the State, and who required special instruction in the theory and practice of teaching.

In the Normal Schools of the Eastern States many experienced Teachers, graduates of Seminaries and Colleges, and others who possess a good knowledge of the common and higher English branches, may be found, who resort to these institutions solely for the purpose of acquiring a knowledge of the methods of imparting instruction, or of learning how, to teach.

There is obviously a deficiency of earnest professional spirit existing among a large class of the Teachers of the State—such a spirit as is absolutely essential to the successful development of a sound and permanent Free School system, and which is requisite in order that the public sentiment may be thoroughly revolutionized in favor of greater liberality on the part of the State Government, in making ample provision for the support of Free Public Schools throughout the Commonwealth. I say Free Public Schools, for we have no system of Free Schools in the State at large. Outside of the cities and the larger towns, parents are compelled to send their children away from home to be educated, or are subjected to the payment of rate bills for the support of a District School from three to seven months in the year. Competent and enthusiastic Teachers can do much by efficient labor in the School-room, as well as by more direct personal effort during their hours of leisure, by way of inciting the residents of their respective districts to build better School-houses, and to otherwise increase their facilities for sustaining good Schools throughout the year.

Many of our Teachers, especially those in the sparsely settled sections of the State, are not professional Teachers; that is to say, they do not possess a thorough knowledge of even the rudiments of the branches of knowledge which they attempt to teach, and know little or nothing of the laws of mental development, and the rational order in which the various faculties of the child should be called into exercise. They have, moreover, no love for the work in which they are for the time engaged, only resort to teaching as a means of gaining a temporary livelihood, and are therefore constantly watching for something to "turn up," whereby they may obtain a situation more in consonance with their tastes and habits of life, and for which they are by education better adapted. I am fully aware, however, that some of those who are engaged in teaching in our Public Schools, and who have been driven into



the vocation by force of circumstances, but do not intend to make it a life work, are both competent instructors and faithful in the discharge of their duties; but these are only exceptions among the class which I denominate unprofessional Teachers. There are also many faithful and successful instructors among us, who have not received a professional education in any institution especially devoted to the instruction and training of Teachers; but they have become efficient educators of the young by years of experience, observation, careful study, and untiring devotion to their School-room duties. We must have more of this class of workers in our rudimentary Schools.

The idea seems to prevail in some sections of our State that almost any one is qualified to assume the charge of a Primary and Mixed School, and accordingly, we find in many cases that those are often employed who will work for the least salary, without apparent regard to the qualifications of the applicant. It requires as much and perhaps more skill or tact to instruct a Primary School successfully than it does that of a higher grade. In some of our Eastern cities this fact is fully recognized by the Superintendents and Trustees, and female Teachers who obtain appointments in Schools of the lowest grade receive higher salaries than those occupying similar positions in Intermediate and Grammar Schools.

I have examined both male and female applicants for admission to the Normal School during the past year, who stated that they had been engaged in teaching from one to five years in "the Interior," and who held certificates of qualifications from the Boards of Examiners of various counties, that were not able to solve examples involving the most simple operations in fractions, to explain one in simple addition, or write a grammatical sentence. One young man, of two years' experience in teaching, failed to perform a single example assigned him as a test of his knowledge of the rudiments of arithmetic, and could not spell correctly more than one word in ten which I gave him at random, although they were all words in common use, and not of difficult orthography.

I received a letter from a County Superintendent recently in which the writer expressed his regret that his county was unrepresented in the Normal School, and stated, furthermore, that at least three fourths of the Teachers in the county ought to attend the institution, and that if he could induce them to do so, even for one term, and then to return to their respective posts, he should expect to see a manifest improvement in the Schools in that section, as a result of their efforts to improve themselves.

Not long since, when visiting a School district, not twenty miles from this city, seeing a number of boys at play in the vicinity of a School-house, I inquired of them why they were not attending the School. They stated that the Teacher was in a state of intoxication at the time, and had gone home. They also told me that he was addicted to the constant use of inebriating liquors.

The instances that I have cited may be, and probably are, exceptional cases, but they serve, at least, as illustrations of the fact that School Trustees do not, in some cases, exercise sufficient care in the selection of Teachers whom they employ to develop the mental and moral powers of the children intrusted to their charge.

But how shall this defect be remedied? What course shall be taken, in order that each School District shall be supplied with an instructor who shall realize the magnitude of his labor and the responsibilities and importance of his mission?

*In the first place, much can be done by way of attaining the result*

named by elevating the profession of the instructor, and by assigning it that rank among the other learned professions which its importance merits and imperatively demands. But good Teachers demand a fair compensation for their labor, and, in order to secure their services in all parts of the State, ample provision should be made for keeping the Schools in session for ten months in the year, and taxes should be levied for the purpose of providing funds for erecting comfortable and commodious School-houses and paying *living* salaries. Much can be accomplished with respect to improving our Schools by educating at a School especially devoted to the object hundreds of earnest and enthusiastic Teachers, who shall go forth, from year to year, thoroughly imbued with the spirit of the true Teacher; those who love their profession and are willing to make any sacrifices, in order that they may accomplish the work devolving on them, and accomplish it well.

#### IV.

##### NECESSITY OF MAINTAINING A NORMAL SCHOOL AT THE EXPENSE OF THE STATE.

It has for a long time been a maxim of government in all of the most populous and loyal Commonwealths of the Union, that all the citizens of a State should be educated by the State. Admitting this to be wise governmental policy, (and few, I think, will question its practicability,) it would seem important that not only ample public provision should be made for establishing the requisite number of Free Common Schools in every section of the State, but that means should be provided, at the public expense, for securing good Teachers and the proper kind of instruction; for the public money is not only absolutely squandered by placing bunglers and tyros in so responsible a position as that occupied by the instructor of children, but a vast amount of positive injury may result from the habitual delinquency or incompetency of a single Teacher.

The same principles should be recognized pertaining to the vocation of teaching that are generally received and acted upon relative to all trades and professions.

If we wish a horse shod, we do not employ a man to do the work that has not even served an apprenticeship as a farrier; or, if a watch is to be repaired, it is not put into the hands of a careless experimenter. Furthermore, we do not hazard the lives and health of our children by intrusting, them, when sick, to the care of an ignorant charlatan. Indeed, if a Physician cannot produce a diploma from the Faculty of some Medical College, and still presumes to practice medicine, he is deemed unworthy of public patronage, and pronounced by the fraternity of Doctors an ignoramus or an unscrupulous empiric. On the other hand, our children are sometimes placed in charge of tutors who know as little of the branches they attempt to teach, or of the laws of mental development, or methods of mental and moral culture, as does the uneducated medical practitioner of the principles of anatomy, hygiene, or materia medica.

How shall this defect be remedied? Obviously, by placing the Teachers' profession on an equality with other professions, or by assigning it that relative rank among the various professions and avocations which its importance demands. In proportion as we elevate the Teacher and his calling, we improve the Schools.

It is the peculiar office of the Normal School to instil proper principles and motives of actions in the minds and hearts of those placed under its fostering care; to create a working power in the prospective Teacher; to enable the student to realize the influence he is called upon to exert, and must exert, while engaged in leading and disciplining the unexpanded intellect.

It is, or ought to be, a perpetual School Institute, in which the members receive proper impulses, through the medium of association and the instruction of those to whom it is directly intrusted, and by directing all their efforts to one end, where they may become gradually imbued with the enthusiasm and spirit of the Teacher.

The history of all institutions that have for their sole object the education and training of such as design to enter upon the arduous and accountable labors of teaching, wherever they are established upon a permanent basis, clearly demonstrates that they serve as the most valuable adjuncts to a sound Free School system, and that they constitute most important auxiliaries to the successful development of that system. Their efficiency has been most thoroughly tested in most of the States of our republic, as well as in England, France, Prussia, and Chili. Even Turkey, and disloyal South Carolina, can boast of having a Teachers' Seminary within their respective borders.

Let us suppose, for instance, that one hundred of those now engaged in teaching in this State, and who design to continue the occupation for a series of years, but who are deficient with respect to the amount of knowledge, discipline, and experience requisite to enable them to be as useful in their several spheres as they otherwise might be, or as they should be, could be induced to attend a good Normal Institute for only one year, and if during this time they should devote their exclusive attention to the science and art of instruction, and to such collateral branches of learning as appertain more particularly to methods of teaching, together with practice in the Experimental Department, under the supervision of a thoroughly competent Principal, how much real good might thereby be accomplished? These Teachers would carry out with them a power for good, the influence of which would be felt far beyond the boundaries of their respective School-rooms or districts, for others engaged in the same work would unavoidably catch a measure of their spirit, and thus the benefits resulting from their year's tuition would be multiplied and extended. I have sometimes heard it remarked that the Academy and High School possess equal if not superior facilities to those claimed for the Teachers' Seminary for imparting a knowledge of the sciences, and, therefore, the Normal Institute is a superfluous appendage to our system of Free Schools. The fallacy of this argument appears in the fact that Teachers' Seminaries claim no rivalry with any other institutions of learning. Their office is strictly professional. The Normal School is *sui generis*, an institution that has for its object not so much the mere culture and discipline of the mind of the pupil, or the mere imparting of general knowledge, as it has the instruction of the student in specific knowledge relative to the means and appliances to be brought into requisition in training and educating the young. It is true that this peculiar kind of knowledge may, to some extent, at least, be given in the High School or College; and in some institutions in our country there is a department engrafted upon the academical course for this special purpose of teaching the student how to teach. It has been found, however, wherever this two-fold office has been attempted, that the work respectively assigned to the two departments

of instruction can be more thoroughly and effectually accomplished by separating the pupils into two distinct classes under separate management.

If my *beau idéal* of the Teachers' School could be fully realized, I would have no pupil admitted as a member of the class who was not tolerably well advanced in a knowledge of all the branches taught in our best Grammar Schools. Under existing circumstances, however, it would not be practicable, perhaps, to raise the standard of admission, as comparatively but few who possess the necessary scholastic qualifications to enable them to procure State or county certificates could be induced to enter the School merely for the purpose of availing themselves of its professional training.

## V.

### WHAT THE SCHOOL NEEDS IN ORDER THAT IT MAY BECOME MORE EFFICIENT.

It is recommended that no pupil be permitted to enter the School after the first week of each semi-annual session, excepting in extraordinary cases, and that none be allowed to leave, for the purpose of engaging in teaching, before the close of any term.

It seems desirable that a form for a diploma for future graduates should be issued by your Board as soon as deemed practicable. Those who have graduated have received certificates wherein it is stated that they are entitled to diplomas after such shall have been engraved by order of the Board of Trustees.

I would call the attention of your Board to the necessity of permanently fixing the length and number of terms, in order that the Principal may make early announcement of the re-opening of the School, for the benefit of those who may desire to attend and who reside remote from its location.

In deciding with reference to what shall constitute a proper course of study for the California State Normal School, it is necessary to know something of what is to form its constituent elements, for, as in all other Seminaries, the system of instruction and *curriculum* of studies pursued must be regulated in accordance with the average mental capacity and amount of scholastic attainments of those who enter as pupils, as well as with reference to the objects which the institution seeks to accomplish. If the test of eligibility to membership which has been adopted by your Board remains as at present, and those who have entered during the last session are to be regarded as samples of its future members, it will be obviously necessary to establish an elementary course, or one preparatory to that which may be justly considered more strictly professional as far as it relates to its aims and more immediate results. On the other hand, if the School is to be divested of all the distinguishing features of a purely academical course, the standard of admission should be elevated, and the attention of the student mainly, if not exclusively, directed to those departments of learning which directly or indirectly appertain to processes of instruction, or education as an art.

The following presents a general outline of this advanced course :

Those sciences which relate to the nature of the mind and the laws that govern its early development; such as relate to the moral sentiments; those that treat of the organization of the physical system, to-

gether with the organic functions and laws of health; and the means and appliances that are to be brought into requisition for cultivating and strengthening all the faculties of the child. In addition to these, the pupil should be thoroughly instructed in methods of organizing and classifying Schools, as well as in a knowledge of the School laws of the State, and the details of School management and discipline.

If, however, it is deemed advisable to admit those who are deficient with respect to the rudimentary branches of knowledge taught in our Primary, Mixed, and Grammar Schools, they should be thoroughly instructed in these branches, either preparatory to or in connection with the course delineated. It seems necessary, moreover, that the Normal graduate should understand the elements, if not the more advanced principles, of algebra, geometry, physics, rhetoric, and natural history; for who can understand and teach arithmetic well without knowing something of the higher mathematics? or who can comprehend all the principles of geographical science unless he understands astronomy? Even the instructor of our lowest grade of Schools can be more useful in her particular sphere, if she possesses, in addition to a knowledge of the branches usually introduced into this department, a stock of information relative to the sciences enumerated.

Ten of those who have attended the School during the year (including the graduates) are now engaged in teaching, but those who did not finish the course remained but a short time in attendance, and hence the School should not be held responsible for their deficiency, in case they do not meet the expectations of those who employ them, with respect to their methods of instruction.

Not long since I saw a letter which was sent by a County Superintendent to the Superintendent of Public Instruction, in which the writer takes occasion to allude to the incapacity of one of the Teachers of his county who had attended about six weeks at the Normal School during the latter part of the winter session, and who was then compelled, on account of pecuniary embarrassment, to seek a position as Teacher.

Although this young man had never taught before, his want of success was at once attributed to a defect in the system of training at the Normal School; for, the Superintendent adds, "Our Normal School must drill better."

It cannot be expected that any School should work a miracle by transmuting a "raw recruit" into a good instructor of children and youth in six weeks.

The Teachers' Seminary claims no supernatural agency. It requires long and careful drilling to make good soldiers, and any amount of military training fails to make efficient troops of such as lack native energy and trueborn patriotism.

In ordinary cases it will require two years to finish the course of study, and no one ought to enter the School unless he can attend, at least, during two consecutive terms.

But the success of the School in effectually accomplishing the objects for which it has been instituted, does not depend so much upon the number as the character of its students, and, under the most favorable circumstances, much patient, arduous, unremitting labor must have been expended by those in whose charge these prospective Teachers are placed, before the good results will be made manifest throughout the State.

*Such pupils, and only such, should be admitted to the School as have decided to teach, or have already had experience in teaching, and design*

to graduate. We need such students as possess good native ability, a sound physical organization, and well disciplined minds. The Teacher of the Normal School ought not to be required to spend the time devoted to School exercises in infusing the breath of intellectual life into the members of his class, inciting them to habits of application, and drilling or instructing them in the rudiments of science. If he is compelled to do this, he will have little opportunity for accomplishing the legitimate work of the institution.

## VI.

### THE MODEL DEPARTMENT, OR SCHOOL OF PRACTICE.

This School was established on the twenty-seventh of October. At first but one class was organized, which consisted entirely of girls, averaging about six years of age, and placed under the charge of an experienced female Teacher. The pupils of this class were mostly taken from several of the Public Primary Schools of the city. On the twenty-fourth of November a Senior Department was established, composed exclusively of girls from fourteen to sixteen years of age. An additional Teacher was employed for this class, and her salary paid from the Normal School Fund.

The average daily attendance in the Senior Department has been about thirty, and in the Primary fifty-three.

During four days in the week pupils from the Normal Class have conducted exercises in the Model School, under the supervision of one of the Teachers.

I cannot speak in too high terms of commendation of the system of instruction pursued by the Teachers of this department, and their peculiar fitness for the positions respectively assigned them, or the untiring devotion with which they have performed the duties which have devolved on them.

Very respectfully,

AHIRA HOLMES,  
Principal of State Normal School.



Rules and Regulations and Course of Study

OF THE

CALIFORNIA STATE NORMAL SCHOOL.



Index and Bibliography and Review of School

ILLINOIS STATE NORMAL SCHOOL

# State Normal School of California.

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## BOARD OF TRUSTEES.

F. F. LOW.....Governor of State, ex officio President of the Board.  
J. F. HOUGHTON.....Surveyor-General.  
JOHN SWETT.....Superintendent of Public Instruction.  
GEORGE TAIT.....Superintendent of Public Schools, San Francisco.  
REV. WM. H. HILL.....Superintendent of Public Schools, Sacramento.

## EXECUTIVE COMMITTEE.

GEORGE TAIT,                      JOHN SWETT,                      REV. WM. H. HILL.

## SECRETARY AND TREASURER.

JOHN SWETT.

OFFICE—*South-east corner of Montgomery and Jackson streets.*

## TEACHERS.

AHIRA HOLMES.....Principal.  
H. P. CARLTON.....Teacher of Natural Science.

## TRAINING SCHOOL.

MISS H. M. CLARK,                      MISS SULLIVAN.



## REGULATIONS.

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### I.

All pupils, on entering the School, shall be required to sign the following declaration of intention :

“ We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State.”

### II.

Male candidates for admission must be at least eighteen years of age ; and female applicants at least fifteen years of age ; and all must possess a good degree of physical health and vigor.

### III.

Examinations of candidates for admission shall be held during the opening week of each term, and in such form and manner as may be prescribed by the Executive Committee of the Board of Trustees and the Principal ; and the candidate so examined shall be admitted to such classes as their qualifications may entitle them to enter.

### IV.

The Principal of the School shall be authorized, under the direction of the Executive Committee, to examine and admit applicants at any time during the term, when it shall appear that such candidates could not present themselves at the opening of the term.

### V.

The Executive Committee shall have discretionary power to promote pupils at any time during the term to higher classes, upon the repre-

sentation of the Teachers that such pupils have earned promotion by rapid advancement in the course of study.

## VI.

The Board of Trustees shall hold an examination of the Senior Class semi-annually, at the close of each term; and diplomas shall be awarded to such members of the class as shall be found entitled to receive them.

## VII.

Every Teacher in the School shall keep a class record of recitations, and report the grade and standing of each member of the class at the end of each month, to the Secretary of the Board of Normal School Trustees.

## VIII

The Principal of the School shall keep a register of the attendance of pupils, and shall report monthly to the Secretary of the Board the whole number registered, the average number belonging, the average daily attendance, and percentage of daily attendance.

## IX.

The Principal of the School shall have power to temporarily suspend any pupil, and shall immediately report such suspension, with the cause of the same, to the Secretary of the Board.

## X.

Irregularity of attendance, without reasonable excuse, inattention to the rules and regulations of the School, or continued imperfection in recitations, shall constitute a sufficient cause of suspension by the Principal of the School.

## XI.

It shall be the duty of the Principal to detail members of the Senior Class, in alphabetical order, to take charge of the classes of the Model School, and to keep a record of the manner in which such pupil-Teachers discharge their duties.

## XII.

All members of the Senior Class shall be required to take charge of Model Classes, under the direction of the Principal, for the term of one week, whenever detailed for that purpose; and it shall be their duty to be punctually present at the opening of School, to faithfully discharge, to the best of their ability, all duties devolving upon them as Teachers, and to make out and present to the Principal, at the close of the week, a schedule of the daily exercises of the classes while under their instruction, and a general report of their condition and progress.

## XIII.

*No pupil shall be entitled to a diploma who has not been a member of the School at least one term of five months; but certificates of attend-*

ance, showing character and standing, shall be given to all who pursue an undergraduate or temporary course of study.

#### XIV.

The Normal School shall be divided into three classes: Sub-Junior, Junior, and Senior; and the course of study for the term of five months, ending June first, eighteen hundred and sixty-four, shall be as follows:

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### COURSE OF STUDY.

#### SUB-JUNIOR CLASS.

*Arithmetic*—Eaton's Common School; Mental.  
*Grammar*—Quackenbos'.  
*Geography*—Warren's Common School and Physical; Cornell's Outline Maps; Map of California; Outline Map Drawing.  
*History of United States*—Quackenbos'.  
*Penmanship*—Burgess' System.  
*Drawing*—Burgess' System.  
*Reading*—Willson's Fourth Reader.  
*Spelling*.  
*Oral Exercises*—Willson's Charts.  
*Elocution*—Analysis of Elementary Sounds.  
*Blackboard*—Writing and Drawing.  
*Vocal Music*.  
*School Calisthenics and Gymnastics*.  
*Elementary Instruction*—Sheldon's.

#### JUNIOR CLASS.

*Arithmetic*—Eaton's Higher.  
*Algebra*—Davies' Elementary.  
*Grammar*—Quackenbos'.  
*Geography*—Warren's Physical; Guyott's Wall Maps  
*History of United States*—Quackenbos'.  
*Botany*—Gray's.  
*Physiology*—Hooker's.  
*Reading*—Willson's Fifth Reader.  
*Definitions and Spelling*.  
*English Composition*.  
*Elocutionary Exercises*—Russell's.  
*Elementary Instruction*—Sheldon's.  
*Vocal Music*.  
*School Calisthenics and Gymnastics*.

#### SENIOR CLASS.

*Arithmetic*—Eaton's Higher.  
*Algebra*—Davies' Elementary.  
*Geometry*.

*Grammar*—Quackenbos'.  
*Rhetoric*—Quackenbos'.  
*Geology*—Hitchcock's.  
*Natural Philosophy*—Quackenbos'.  
*History*—Worcester's Compend.  
*Physiology*—Hooker's.  
*Botany*—Gray's.  
*Physical Geography*—Guyot's Earth and Man.  
*Bookkeeping*.  
*Select Readings*.  
*Art of Teaching*—Russell's Normal Training; Russell's Vocal Culture;  
 Sheldon's Elementary Instruction; Page's Theory and Practice.  
*Constitution of the United States*.  
*School Law of California*.  
*Use of State School Registers, Forms, Blanks, and Reports*.  
*Vocal Music*.  
*School Calisthenics and Gymnastics*.

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#### AUTHORIZED LIST OF TEXT BOOKS.

*Arithmetic*—Eaton's Series.  
*Algebra*—Davies'.  
*Physiology*—Hooker's.  
*Natural Philosophy*—Quackenbos'.  
*Geology*—Hitchcock's.  
*Botany*—Gray's.  
*History of the United States*—Quackenbos'.  
*General History*—Worcester's Compend.  
*Elocution*—Russell's Vocal Culture.  
*Readers*—Willson's Series; Willson's Charts.  
*Geography*—Warren's; Guyot's Wall Maps.  
*Grammar*—Quackenbos'.  
*Rhetoric*—Quackenbos'.  
*Art of Teaching*—Russell's Normal Training; Russell's Vocal Culture;  
 Sheldon's Elementary Instruction; Page's Theory and Practice.  
*Penmanship*—Burgess' System.  
*Drawing*—Burgess' System.  
*Outline Maps*—Cornell's.  
*Map of the Pacific Coast*—Bancroft's.

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#### GENERAL REMARKS.

The object of the California State Normal School is to provide for the Public Schools of the State a class of well trained professional Teachers. The course of study as adopted for the School in its present stage of advancement, may seem very plain and unassuming, compared with the more pretentious lists of sciences and languages pursued in many private

institutions; but it should be borne in mind that the aim of the Normal School is to teach thoroughly what it assumes to teach, and that its purpose is to fit Teachers for the actual duties of our Public School-rooms, rather than to graduate mere literary scholars.

The Normal School building is situated in the City of San Francisco, on the north-west corner of Kearny and Post streets, nearly opposite Dashaway Hall. The Third Term of the School will commence on the sixth day of January, eighteen hundred and sixty-four, and end on the first of June, eighteen hundred and sixty-four, making a term of five months duration.

As the maximum number the School can accommodate is not yet reached, pupils will be received from any county in the State, without reference to the county apportionment allowed by law.

All pupils receive their tuition free, and most of the text books used are furnished free of charge, from the Library of the School.

The price of board, in private families, or in good boarding houses, varies from twenty-five dollars to thirty-five dollars per month.

Applicants who desire further information, will apply by letter to the Superintendent of Public Instruction, or to the Principal of the School.

Public School Teachers, who have already been engaged in teaching, and who wish to avail themselves of the advantages offered by the Experimental School for imparting a thorough knowledge of the system of Object Training, can enter the Senior Class, if sufficiently advanced in their studies, and graduate at the end of a six months course.

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### TRAINING SCHOOL, OR MODEL CLASSES.

The object of this department is, to put theory into practice. There are four classes, of fifty pupils each; three of which are low grade Primary, and one a fourth grade Grammar class. The course of instruction followed in these classes will be modelled after the Oswego Training School.

This department is under the general direction of Miss Clark and Miss Sullivan.

Details of School-room duty learned in the drill-rooms of the Training Department will form a most important element in the course of Normal School education.

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### SECTIONS OF THE REVISED SCHOOL LAW RELATING TO THE STATE NORMAL SCHOOL.

[Approved April 6, 1863.]

#### OF THE STATE NORMAL SCHOOL.

SECTION 51. The Board of Education of the State of California, together with the Superintendents of Public Schools in the Cities of San



Francisco and Sacramento, are hereby constituted (ex officio) a Board of Trustees for the Normal School of the State of California.

SEC. 52. Such Board of Trustees shall be known and designated as "The Board of Trustees of the State Normal School," and they shall have power to establish in the City of San Francisco, or at such other place as the Legislature may hereafter direct, a Normal School, for the free instruction in the theory and practice of teaching of such persons in this State as may desire to engage as Teachers in the Public Schools thereof; to prescribe a course of study for such Normal School, and the text books to be used therein; to examine, employ, and fix the salaries of Teachers therein; to hold stated examinations of the pupils attending such Normal School, and to award diplomas as hereinafter provided; to arrange and effect all the details necessary to conduct such Normal School; and to make all the regulations and by-laws necessary for the good government and management of the same.

SEC. 53. Males over eighteen years of age, and females over fifteen years of age, may be admitted as pupils of said School; *provided*, that every applicant shall undergo an examination in such manner as may be prescribed by the Board of Trustees; such person having first filed a certificate with the Principal of said Normal School of intention to engage in the occupation of teaching in the Public Schools of this State. The seats in such Normal School shall be apportioned among the applicants therefor from the different counties of this State, as near as may be, in proportion to the representation of such counties in the State Legislature.

SEC. 54. It shall be the duty of the Superintendent of Public Instruction to visit said Normal School at least twice in each term, and he shall embody in his annual report a full account of the proceedings of said Board of Trustees, of their expenditures, of the actual condition of such School, and such other information relating to such School as he may deem advisable.

SEC. 55. Said Board of Trustees shall have power to make arrangements for organizing and continuing experimental or model classes, to be connected with such School, and to make all necessary regulations concerning the same.

SEC. 56. Said Board of Trustees shall, at the end of each School term, examine such applicants as are pupils of the Normal School respecting their proficiency in the studies of the course, and especially in their knowledge of the theory and practice of teaching, and shall grant diplomas to such only as give satisfactory evidence of their qualification in both the studies of the course and in the theory and practice of teaching. Such diplomas shall entitle the persons to whom they are awarded to have and receive, without further examination, a certificate of the second grade from the State Board of Examination.

SEC. 57. Said Board of Trustees shall hold at least two meetings in each year. The Governor of the State shall be ex officio Chairman of said Board, and three members thereof shall constitute a quorum for the transaction of business.

SEC. 58. The expenses of the State Normal School shall be paid out of such appropriations as the Legislature may from time to time grant for its support; and the Controller of State shall draw his warrant for the sum so appropriated in favor of the Board of Trustees of the State Normal School.













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